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BULLETIN

OF

ELON COLLEGE

NOVEMBER, 1905



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BULLETIN
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WHAT DOES EDUCATION MEAN?

Considered from a theoretical standpoint, education means development. The child realizes its full being only by the development of its body, mind, and spirit. Each individual possesses certain potentialities of mind which can be realized only by an educational process. Each mind is stamped with its own destiny. True educational methods seek to develop each mind according to its nature, bringing to full realization all potential qualities. The mind is not like a piece of clay to be moulded from without, but is like a living organism which develops from within.

The uneducated mind has as much native ability as the educated. Education seeks to discover this native talent to the individual and to place around him such an environment as will be conducive to the most rapid and complete development.

The true method of education is found not in *impression,* but in *expression.* Such subjects should be provided and such methods used as call out the fullest and freest possible expression of the student's mind. The activity of expression, like all activity, produces greater strength if guided by normal methods.

Each mind has the three-fold aspect of feeling, intellect, and will. The ideal school provides such an environment by courses of study, and such inspiration and ideals by strong, positive personalities in teachers as to provide for the fullest possible expression and development of every phase of consciousness. True education means such development as shall bring the mind into true adjustment to its highest and fullest environment so that it may live the fullest possible life. Physical science develops the power of accurate adjustment of the senses to nature, and should be emphasized in early education. The laws, principles and classification of sense—facts develop the understanding. Philosophy, Social Science, and Political Economy quicken the reasoning powers; the study and practice of ethical principles call into active expression the vigorous, voluntary activity of the mind; the æsthetic elements of literature, art, and religion develop the finer feelings and sensibilities. These subjects are important, but even more important in mind development are great, strong, positive personalities in teachers to inspire, imbue and quicken the deeper nature of the student to outward expression. After all, the education of each individual is determined by his own voluntary response to his spiritual opportunities. Anything that appeals strongly to the inner nature of the student, causing it to respond to these opportunities is a great factor in education and nothing is more powerful for this purpose than personality. It is like face answering to face. It is kindred spirit appealing to its kind.

Training is an important ally to education. After development of power, this power should be trained for service. Training alone may give polish, finish, and culture;

but it is superficial without educational development. Culture has its place but cannot be substituted for the deeper work of development. Instruction stores the mind with facts, building within the mind a concept-system of associated ideas by which the memory may be active, but the mere storing of facts in the mind is not education.

The final meaning of education is development for efficient service, for larger service whereby our minds may count for most. True education has a higher purpose than development for self-satisfaction. It fits the mind by development for usefulness in a larger sense than for material gain, and it renders the world a larger service than all material wealth. It discovers to each mind its larger meaning to the world, its higher duty to humanity, its stronger obligation to self, and richer reward in this life and more abundant blessings in the life which is to come.

COLLEGE *VERSUS* UNIVERSITY.

What is a college? What is a university? Are they the same? Or is there a line of cleavage between the two? It must be acknowledged that the general public is totally unaware of any vital difference between the two, except perhaps as respects number of students and supposed prestige. But that there is a vital distinction any thoughtful man must readily see upon careful investigation.

What, then, is a college? A college is a chartered institution of learning, having for its objects the inculcation of general culture and the development of Christian character. The first of these objects it seeks to attain

through text-books, use of the library, and lectures by the faculty. The college, in the intellectual aspect, does not stand for specific, but general culture: it fits men and women, not for trades and professions, but for life and living. It stands not for knowledge per se, desirable as that may be, but for the power that emanates from the possession of knowledge. In college, text-books are studied not primarily for the dry, the dusty, or even the vital facts contained therein, but for the added power that a knowledge of such facts will give towards the realization of life's work and purpose.

College students are not narrow specialists who have poured all their life's energy into the channel of some single line of human endeavor or human activity, they are not one-eyed men, but they are broad men, seeking life in its fulness and tasting knowledge in all its departments. In the realm of intellect, then, the college stands for broad, liberal, general culture.

The second aim of the college, that of the development and inculcation of Christian character, is obtained by the various religious organizations, by compulsory attendance on morning prayers and on the Sunday school and preaching services of the Sabbath, by the holding up before the students of high ideals, but greatest of all by intimate personal association with the faculty, who are always men of unimpeachable character and unquestionable integrity, and whose souls are as much aflame with the zeal of Christ's spirit as their minds are trained in intellectual matters. No college can make all men and women perfect ladies and gentlemen, but the number of stalwart men and cultured women who have been brought to a sane philosophy

of life's purpose through the instrumentality of our colleges is convincing proof that the college performs its second function in a most acceptable manner.

And what is a university? It is a chartered institution of learning devoted to specialties. It is composed of many independent special schools between which there is no necessary link of relation save that of locality. It may have 15 or 20 or more different departments, each striving for a different end, all brought together simply to facilitate for the clerical and executive work. There are law departments and medical departments, classical departments and English departments, and so on, each of which is absolutely independent of all the others, not related in any way to them. A man in the law school has no interest in the medical school, nor does the man in classics have any concern with the engineering department. The university stands not for culture, but for knowledge. It does not pretend to lay a foundation, which is the business of the college, but it erects the superstructure. The characters of the students it is not concerned with at all. The students are supposed to bring their characters along with them or to have them attended to by the preachers or the police. The university is too busy to build character; it must impart knowledge. Consequently the university is no place for immature young men and young women.

But is this distinction between the college and the university always observed? It is not. The number of students who desire to specialize in any one branch is small. To furnish the best trained specialists for these few would be to make tuition rates prohibitive to all but multi-millionaires. To offset this difficulty, the university has a

college department. This Yale, Harvard, Columbia, Princeton, and other great American institutions of learning have. These are known as universities to the public, but there is a distinction between a student in the college and a student in the university at these institutions. A distinction is also made between graduates of the college and those of the university. The college is said to confer only bachelor's degrees. The university confers master's and doctor's degrees. There is no harm in this. A Harvard or a Yale B. A. would never pose as a university graduate. In fact the assumption would be laughable to all who know what a university degree must be. Be it known that no man who has only a bachelor's degree in the arts or sciences is a university graduate. He is a graduate of a college, which may also confer master's degrees, tho' universities also confer this degree. So long as the university counts its graduates with the bachelor's degree as college graduates, no harm is done. Herein is perfect honesty, and an unsuspecting public is not taken in.

But there is another step, and it has been taken by not a few institutions. People are attracted by the name university. It sounds larger than that of college. There is, therefore, a temptation for the sake of the supposed prestige a name, a mere empty name can give to dub an institution which is nothing but a college with the proud name of university. In some cases a law department with one teacher, or a pharmaceutical department with two teachers, or a medical department with three teachers is added to throttle the just objection of the other colleges to such high-handed procedure. The public is fooled. The real college, but the so-called university, grows in numbers because the name, the thing of which it has not

at all, has been accepted by the public for its face value. This university is a college, it confers only bachelor's degrees, perhaps at rare intervals a master's or doctor's degree. The trouble is, this so-called university apes the real one in not looking after the character of its students—it thus fails to measure up to the full demands of a college, just as it falls below the standard of the real university. And yet there a great many innocent fathers and mothers, charmed, perhaps, by sound of a musical name, who are taken in by just such "universities," which are not even complete colleges, and whose sons and daughters are thus not developed in character as they should be and in most cases not as well developed in intellect as they would have been, had they been educated at real colleges, colleges not ashamed to be called colleges, colleges not claiming to be what they are not,—but real, actual colleges, standing for breadth of intellectual culture, for solidity of life's foundation, and for that completeness and symmetry of character which can come only from constant, intimate contact with high-trained intellects in deeply pious souls.

Let us, then, not be deceived by a name. Let us not send to a college, pretending to be a university, but let us patronize the college that boldly proclaims to the world its two-fold, God-given mission, the inculcation of liberal culture and the development of Christian character. Let us not accept any institution for what it is not, simply because it has given itself that name. Names are not what our young men and women need. They need culture and character. They have a right to them. They ought to and will demand them. The college, proud that it is a college, is prepared to give them.

GRADUATE WORK IN THE CHRISTIAN CHURCH, SOUTH.

By graduate work we understand the work done by students who have taken a bachelor's degree of Arts, Science or Literature, looking to the degree of Master of Arts, Science or Literature, or to the degree of Doctor of Philosophy. Colleges generally have courses leading to the Master's degree, while universities have courses leading both to the Master's degree and to the doctorate.

For half a century the Christian Church, South, has been more or less actively engaged in educational work. This work was done at private schools or at the colleges of other denominations. But the character of the work was that of the academy or of the undergraduate at college.

However, there were some who were not contented with the academy or the usual college course, and advanced work was done privately or at institutions of other denominations, or at State institutions. The lack of opportunities in the Christian Church, South, discouraged those not so strongly determined to prosecute advanced work; but recently plans have been inaugurated by the Elon College Faculty which will serve to induce more of its graduates and probably the graduates of other colleges (some have applied) to take up the courses of graduate work outlined for the Master's degrees. This college, by its Bachelor's degree (A. B.), takes rank with other institutions of learning—it has been recognized as such, its students being admitted to graduate work in universities. It will not confer the M. A. degree on its own graduates or

others, unless they have done work equivalent to that required by other institutions of recognized standing granting the Master's degree. Further, the high stand taken by students of Elon College is putting the diploma of the college at a premium, and others are finding it out and are seeking its diploma as a passport. Of course, the diploma of the college stands for and represents hard work and complete mastery of subjects. But, if success follows the development and ability thus attained, what matters it to the laborious student, or business man, practical or professional?

Elon College offers graduate work not only to its own graduates but to those who have taken like courses at other colleges. Students who have taken the course leading to Bachelor of Arts, have the privilege of making their own selection of studies entirely subject to the approval of the faculty. Thus, the prfessional man who is looking to the practice of law, would find it to his advantage to take the subjects of Political Economy, History, English, etc., while the ministerial candidates would like to add to his course the study of Greek, Biblical Literature, Hebrew, etc. As this age is one of specialists, and, too, it is necessary to specialize, if one aspires to, or hopes for, success in his chosen profession or calling. Though the number of subjects open from which to choose may not be so extensive, yet, the benefits derived will be commensurate with the work done,—the intensiveness will more than outweigh the extensiveness. Professional studies are not desirable for literary degrees, as such studies have their own titles and degrees appropriate to the advancement and qualifications attained.

The direct benefit of a graduate course taken accrues

to the students, while the institution reaps the honor that results from the success of the students, who have availed themselves of the aid of the faculty and the leverage that such work gives one among his fellows. To have taken such a course as is usually outlined for applicants is a guarantee that their standing, preparation, and ability are beyond question. Already this fact has been proven by examples which could be placed in evidence. The men who have taken the work are now filling the highest positions in the gift of their friends and associates. Moreover, it is incumbent upon every one seeking preferment to seize and avail himself of the best opportunities within his reach to equip himself for the duties of life and its possibilities.

WITH THE ALUMNI.

The Alumni of Elon College are a body of young men and women worthy of their alma mater, an honor to the church, an evidence that it has built upon the rock of scholarship and character, and their success is prophetic of the larger life on which the college is now entering and the richer contributions it will make to the church. About half of these have entered the profession of teaching, and one-fourth the ministry. That many of these are leaders in varied vocations is no surprise to those familiar with life at Elon. No fad, literary, athletic, or social, stamps its life-mark upon them. Life is as varied as the faculties of the mind, or the emotions of the soul. The former are awakened and the latter ennobled. So quietly and gradually is this work done that none can understand its potent and hallowed influences until years have been spent in

active life. For this reason there is a devotion of old Elon students to their alma mater, rare, beautiful and sacred, akin to the love of a child for the mother who has reared him, the home and the loved ones who have given their best to his making. On this account no news is more eagerly sought and enjoyed than information about the success and welfare of the old Elon student. To meet this desire the Bulletin will frequently give items of interest about the Alumni and other students.

Class of 1891.

This was the first graduating class, numbering three. Appropriate to the leading purpose of this Christian institution, these, our first fruits, are dedicated to the ministry. Long before the college was established devout souls, like Hannah of old, had prayed long and earnestly for a college in which to educate our ministry, and befitting it is that these, our Samuels, should be given to the service of the sanctuary. May not this be prophetic of Elon's life and work—that the first-fruits of all her labors shall be dedicated wholly to the Lord?

All of these took the full classical course and graduated with the highest honors. They chose the course most solid and difficult and did it well. In their work as students and their consecrated devotion to the highest interests of the church they are representative of the two-fold purpose of the college. Each of these brethren have been successful and aggressive both as country pastors and in our city churches.

It was under the labors of Rev. C. C. Peel, the oldest living graduate, soon after his graduation, that the Christian churches in Burlington and Haw River were built—among

the best churches in edifice and membership in their respective conferences. For several years he was resident pastor at Asheboro. Twice president of his conference and frequently on its most important committees. As a pastor he is aggressive and resourceful; as a preacher, logical, clear and practical.

Rev. Herbert Scholz began life as a teacher. As principal of two high schools and one year adjunct professor of English in Elon College, he gave promise of eminent success in this profession. While pursuing post-graduate work at the State University he was called to the Christian Church in Berkeley, Va. There he became a pastor beloved, and capable in the management of church finances and a leader in the Christian activity of young people. He is a close student, clear thinker, practical preacher, untiring worker and modest to a fault. A man of larger capacity and possibilities than either he himself or the public realizes.

Rev. N. G. Newman is a graduate of the State University; was for thirteen years pastor of Berea, Nansemond; is now giving his entire time to the East End Christian church, Newport News, Va. In church building and membership this is one of the most promising of our mission churches in Virginia. He is a student of the Word, a man of strong originality, a logical reasoner and eminently practical as a preacher and pastor. He has been president of the Christian Missionary Association, the Sunday school convention, and is now president of his conference.

[To make these notes more interesting, classes 1892-1894 will do the BULLETIN a kindness by furnishing latest information about themselves for next issue.]

January 2d is the date of opening after Christmas. Be ready to enter college then.

A student can spend a year at Elon College almost as cheap as he can stay at home—so reasonable are the rates.

This issue of the BULLETIN is sent to a large number of young men and young women as a reminder of the fact that it is now time to get ready to enter Elon College at the opening, January 2nd.

Parents can make no better investment than in the mind and heart training of their boys and girls. It is an endowment that can not be taken away or squandered, and it brings in regular and perpetual dividends.

The demand for college-trained men and women in every sphere of life is greater to-day than ever before in the history of the world—in business as well as in the professions. Therefore, don't be in too big a hurry to "start out:" thorough preparation will mean larger salaries, more responsible positions, greater honors, and larger usefulness in life.

It is usually no disadvantage to enter college after Christmas—in fact, many students will find it an advantage, in that they may enter one of the classes half advanced, or may have time to even up their course so as to become regular for the beginning of next year's work. So, do not wait till next fall to enter, but get ready to come in January 2nd.

The addition of Professor W. A. Harper to the Faculty this year, in the chair of Latin, brings new strength to the college. Being a man of broad scholarship, indomitable energy, and great love for the institution, he has already shown himself to be the right man in the right place; and his work will tell not only in this department but in the field as well.

In the quality of work done, and in practical visible results, the Music Department at Elon is not surpassed in the State. The number of students in this department is the largest in the history of the college, and the equipment is being increased each year. The Art Department is also strong; and the advantages offered are as good as can be found in any of our institutions.

Our enrollment this fall is by far the largest in the history of the college; and the number of requests for catalogues and letters of enquiry coming in every week indicate that the attendance will be largely increased after Christmas. Those expecting to enter after the holidays would do well to communicate with the President as early as possible, that he may arrange for their accommodation.

At this, the season of gifts and good cheer, it is indeed gratifying to announce that Elon College Library has just received a gift of seven hundred volumes, the private library of the late Rev. H. Y. Rush, D.D., West Milton, Ohio. These books make a substantial addition to the rapidly growing Library at this place.

It would be difficult to find a library which upon the

whole contains so many valuable books, in fact a worthless book is not to be found among the number.

These books will prove a benediction to the thousands of students who shall in the future attend Elon College. Thus the books, as the life of the man who gave them, will continue to bless and uplift mankind.

The work of brick-making for the new dormitory is about finished; and the building is gradually looming up before us—much to the delight of all the friends who come this way. If no misfortune overtakes us, it will be completed by next summer—and then we will have the satisfaction of knowing that we have one of the handsomest and best-equipped dormitories in the State. On the first floor of the main building will be the music rooms, rooms for lady teachers, matron and stewardess' family, bath rooms and the parlors. The second and third floors will accommodate about one hundred young ladies, and there will be bath rooms on each floor. In the ell will be dining room, kitchen, gymnasium, and servants' rooms. Will give a cut of the building in a later issue of the BULLETIN.

EXPENSE PER TERM.

Tuition	$20 00	to	$25 00
Matriculation fee	2 50	to	2 50
Board and Lodging	37 50	to	50 00
Laundry (estimated)	2 50	to	5 00
	$62 50	to	$82 50

SPECIAL STUDIES.

Music, Art and Elocution are extra. Charges in these branches are, per half year, as follows:

Music (Vocal or Instrumental)	$20.00
Music (Vocal and Instrumental)	35.00
Harmony	5.00
Art	20.00
Art and Music	35.00

BOARD FOR YOUNG MEN.

1. Board can be obtained at $10.00 per month, including furnished room, fuel, lights and for less if student furnish his own fuel, lights, etc. Board is payable monthly in advance.

2. Rooms may be rented at from 50 cents to $1.00 per month, and board in clubs may then be obtained at $5.00 per month.

BOARD FOR YOUNG WOMEN.

The College Dormitory, for girls, supplies board, furnished rooms and servant's attendance at $100.00 per year (two girls to the room). The rooms are handsomely furnished with oak suits, rocking chairs, bed springs and mattresses, and toilet and water sets. Young ladies furnish their own towels, pillows and bedding. All young ladies boarding in the Dormitory are under the supervision of the Matron.

Board is payable, in the Dormitory for young ladies, in advance, in ten equal instalments.

Young ladies and young gentlemen do not board and room at the same house.

1906

NEW SERIES VOL. I, No. 4

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Application for admission as second-class mail matter under the Act of July 16, 1894, has been made.

BULLETIN
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KNOWLEDGE OF MUSIC AN ESSENTIAL.

The term 'classical music' has come to be applied to musical compositions which have retained their rank in popular and general appreciation for a considerable time, and to such modern works as are considered to be of the same kind of style. The beauty of a melody is not dependent upon its theme, but is wholly a result of the harmonies implied. Keeping this in consideration, we are able to see why the beautiful melodies of the Scotch and German folk songs imply chord progressions that flow on with infinite sweetness, while the general run of 'popular' music suggests a harmonic scheme of the coarsest vulgarity.

A melody may suggest several possible settings, but they must be harmonically attractive or the musician will pronounce the tune trashy. A composer must have an original, creative mind, with acute musical perceptions, ample intellectual and technical attainments and a clear comprehension of the relation of music to feeling. It still remains for him to decide what kind of emotion he will choose to embody in music. He may choose noble or ignoble subjects; he may, if he chooses, treat noble subjects in an ignoble way, nor can he escape moral choices even in pure instrumental music.

He may make his music as high in aim as the Beethoven fifth symphony, or as unheroic, not to say frivolous and base, as an Offenbach waltz. This will depend on his own moral character. Base men cannot write great music, nor heroic men ignoble music; though even weak men may have their heroic moments and noble men their weak ones. But other things being equal, the rank of a composer will depend on the nobility of his feeling and his moral purpose. The relative rank of his works will depend on the degree in which they embody the noblest and best that is in him.

If the public could know the themes of the best examples of classical music as they know the airs in popular songs, they would whistle the former as readily as the latter, but while they hear the latter many times a day, they hear the former once or twice a year, in many cases—never.

The world is full of bad music and more is being added continually. Pupils should be trained to discriminate between the good and the commonplace, the true and the false; between sentiment and sentimentality.

Great music ploughs deep into the soul and brings forth fine and fair fruit. Little music merely scratches the surface and the result is weeds.

Let us rid ourselves at once and forever of the notion that music is a trivial, unimportant thing, and begin to realize that its study demands the very best there is in us, the keenest mental attention, the warmest, deepest sentiment. It is not an external accomplishment to be taken up or dropped, worn or discarded like a ribbon. If a pupil would approach his daily routine of practice with some regard for intelligent, clear-headed concentration, better results would be attained. He is too apt to be governed, not by the extent of achieve-

ment, but by the minimum of time in which it can be accomplished.

Students should not depend entirely upon the teacher, but should rather seek to fill out their own delinquencies by their own effort. Should guide themselves by what they know they have learned, and not by what sounds pleasant to them. It is always one who bears in mind what he has been told who succeeds.

One of the most serious obstacles to musical progress is the lack of musical atmosphere in the American home—the desire for second rate music being the highest ambition of uncultured parents and friends.

In many instances students refrain from playing at home because their parents have no taste for good music. There should always be some sympathy between parents and children in order that the child may receive the encouragement necessary to serve as an incentive to the best work and the highest possible attainment.

THE STUDY OF ART.

One who has made a careful, loving study of the history of art tells us that "great nations write their autobiographies in three manuscripts—the book of their deeds, the book of their words and the book of their art; but of the three, the only quite trustworthy one is the last. The acts of a nation may be compelled, and therefore not indicative of its true character, its words may be false, but there is no question possible in art; at a glance (when we have learned to read) we know the religion of Angelico to be sincere, and of Titian, assumed." But how much is covered by that parenthesis,

"when we have learned to read." Learned not only to read the masterpieces of those masters of their craft, but, what touches more nearly the lives of most of us, to see the beauty that is all around us, that lies before our very eyes. Some instinctively behold the beautiful, to others it must be revealed, and so when we speak of studying art we should not mean merely acquiring the ability to transfer to canvas some beautiful picture, but by that study to so cultivate our taste that we may more fully enjoy the beauties of nature, noble statues and art creations which perpetuate the great deeds, inventions and achievements of the passing years, and let them bring into our lives a richer and ampler meaning. A most urgent need of our country, so far as the artistic side of life is concerned, is that we should be aroused to see the importance as well as the pleasure of bringing art into intimate relation with the daily life. Few come to love the beautiful, and your neglected gardens receive poor attention; your home is beautified, if only art comes into it, and a new delight grows in your soul—you have been helped to a richer and fuller existence, and at the same time have helped those about you.

The love of the fine and beautiful is coming to have a place in the hearts of people who in former years too frequently looked upon art study with indifference, as of no practical benefit. Where a generation ago there was little recognition of its educational value or refining influence, to-day we see and feel a public appreciation on every hand. The presence of this spirit is rapidly transforming our land, and never in the history of civilization did men give so freely and so liberally for education and art as to-day.

BUSINESS EDUCATION—WHAT?

The policy of every young man is to do business—every newspaper, every school, every political party has or should have a policy, but circumstances not unfrequently shape the policy. However, we have heard that "every one is the architect of his own fortune," and this we have been taught to believe in a greater or less degree.

Before launching out into the business world no little preparation is necessary. This fact is granted without argument. Then the question arises with the thoughtful young man, "How can I best qualify myself to do business?" and he answers his own question, "I will obtain a business education."

Now, it is the purpose of this paper briefly to aid young men and women, and warn them against mistakes. There is no school at which you can buy an education of any kind. Education is something that must be worked out by you yourself under the guidance of qualified instructors. If your opportunities have been limited, the best thing to do is to seek a school where the necessary studies can be pursued till you have attained some degree of proficiency in Higher English Grammar, Composition, Advanced Arithmetic. To these should be added studies in Higher Mathematics, rhetoric, history and the sciences. No young man should enter upon Commercial Studies, or what are more commonly called a Business Course, before taking at least what have been suggested. If the young man or woman expects to take a course in Shorthand, his studies should be more varied and his knowledge should extend to the study of the languages and a more thorough acquaintance with higher English and kindred studies.

With the degree of preparation suggested above, which should be the minimum, the man or woman is ready to begin the studies of a Commercial Course, to accomplish which will require close and diligent study for a considerable length of time. The ninety and nine who go to business colleges are never heard of afterward, and the reason of it is not altogether the fault of these colleges, but the lack of preparation chiefly on the part of the pupils entering them.

This BULLETIN is the exponent of an institution that proposes to give to young people the needed qualifications for the study of business. Further, it proposes to give such training to students as will enable them to have power over circumstances. When students have reached the proper degree of preparation it gives the opportunity to study not only the principles of theoretical Bookkeeping and its application to merchandising, manufacturing, stock companies or corporations, and banking, but also gives the opportunity to study Political Economy or Economics and the laws of trade as affected by production or supply and demand. Nothing less than this can be deemed a preparation for business. And no business college, no matter how thorough, will supply a young man's deficiencies in these fundamentals that are necessary to a useful and increasingly successful career.

LITERARY SOCIETIES.

The literary societies of the College constitute one of the most potent factors for the development of thought, as well as for the acquirement of knowledge of parliamentary usages and practices. It is here that the student learns how to hold sway over assemblies, whether as parliamentarian in the chair or orator in the pulpit or on the platform.

Many are the strong, cultured young men and women who have gone out from Elon's three literary societies—the Psiphelian, Clio and Philologian—and are now filling administrative positions of trust and honor in the business world, at the bar, in the medical profession, in the ministry and at the teacher's desk, who received no insignificant part of their special training in these societies. It is here that a young man acquires that readiness of speech and forcefulness of expression that often renders him in large measure the leader and director of the most important deliberations, gives him an empire over the mind, and enables him to sway the heart to his own purposes, to overcome the most obstinate resistance, and to inspire such sentiments as he pleases, joy or sorrow, love or hatred, hope or fear, compassion or resentment.

State Superintendent Joyner who served as one of the judges in the annual debate between the Clio and Philologian societies two years ago, in speaking of the debaters, said: "Our State and nation are safe so long as we have such institutions of learning to train young men to think and to act as these have done." No higher tribute could have been paid the literary societies of Elon College or any other institution.

The purpose of the college is to encourage this feature of our literary work, granting the privilege to all students, giving opportunity for the academic young man or young woman to enter at once this important school for training in public speaking and in parliamentary usages.

Under the direction of Juniors and Seniors the new student is led step by step into this work, and by the time the older members go out the new ones have been trained to fill their places. An important indirect benefit of these societies

is in the fact that the work of preparing debates, essays, declamations, etc., leads one to frequent use of the Library and Reading Room; and this reading and research in literature counts for much in the general culture of a young man or young woman.

These societies are chartered under the laws of the State of North Carolina, and have instituted loan funds by means of which worthy students are enabled to remain in college longer than would otherwise be possible for them to do.

Finally, the equipment is equal to any in our Southland. The halls are splendidly furnished, well-lighted and convenient to the Library. All who have come under the influences of these societies have gone away benefitted. And so will it be throughout all the years to come.

THE CLIO SOCIETY'S VALUABLE GIFT TO ELON.

On the morning of February 22nd, at the regular chapel service, the Clio Literary Society made public its magnanimous gift of school room equipment for all the college recitation rooms. This equipment includes blackboards, teachers' desks, chairs and platforms and 250 modern comfortable opera seats with table rests for the students. With this magnanimous gift the school room equipment of Elon College takes rank with that of Harvard, Yale and other great American Universities. The presentation speech on the part of the society was made by Mr. C. C. Howell, of Florida, who said in part:

"For some time past, Mr. President, as you know, we have been thinking of some plan to help the college, having in mind that the gift must be a suitable one, and one that an

institution ranking as high as does Elon College would have no hesitancy in accepting. So looking about to see what would probably be of more benefit than anything else, and after conferring with yourself and others, we conceived the idea of fitting up the recitation rooms in the college.

"I voice the sentiment of the whole Clio Society, Mr. President, when I inform you that this is not, by any means, the end of the good work on our part, but is only the beginning of a series of benevolences; in other words, that our labors for the college shall continue; and as long as we are members of the Clio Society we will endeavor to give the institution any and every aid in our power.

"I hope that no one will be so presumptuous as to infer from our actions in this matter that we are in any way endeavoring to make the college dependent upon us, or that we have the most remote idea of dictating the policy of the institution. This gift, Mr. President, comes from the heart of the society; it is given solely as a sign of the devotion and respect that we have for our institution, and upon these grounds alone we ask you to accept it."

PRESIDENT MOFFITT REPLIES.

President Moffitt accepted the gift in behalf of the college in most appropriate and appreciative remarks, saying in part:

"This practical, valuable and happy expression of some of the thoughts you young men have been thinking during the past few months comes as a very great but very pleasant surprise to most of our friends here, and will be a surprise to the friends of the institution elsewhere. The surprise is not because we thought you incapable of such magnanimity, but because we did not know that you had such a good thing in store for us.

"It is a timely offering—in keeping with the spirit of the new era which has already dawned for our beloved institution—one of the markings of our era of progress and expansion into larger fields of usefulness, greater influence upon individual, community, State and national life, and into brighter and still brighter hopes for the future.

"The gift is not only timely but valuable as well—valuable in terms of dollars and cents, costing as it has, $838.60—and valuable in its expression of your love for the College. During the past fifteen years our students and alumni have made a number of liberal contributions to the college; but so far I know this is the largest single contribution to our movable equipment that has yet been made.

"In conclusion, on behalf of the board of trustees, the faculty, the student body and all friends of the College, I beg then to extend to you, young gentlemen of the Clio Society, our heartfelt thanks for this timely, valuable and beautiful token of your love for Elon College."

At the conclusion of President Moffitt's address the faculty and student body tendered the Clio Society a vote of thanks for the magnanimous and timely gift.

THE LIBRARY.

Since last commencement more than twelve hundred books have been added to the Elon College library. The largest single donation came from the late Rev. H. Y. Rush, of Ohio. He gave his entire private library, which contained seven hundred and fifty volumes. The next largest gift was made by Dr. F. S. Child, of Fairfield, Conn. He has sent two barrels of books aggregating one hundred and fifty-four

volumes. The remainder have been contributed by various friends of the institution in smaller lots. Among the smaller contributors may be mentioned one Sunday school class which gave thirty volumes. In addition to the above, forty dollars were given as a Christmas present by friends of the college; all of which has not been invested yet. Two Sunday school classes have, and will give by the close of the year, forty dollars; and the Psiphelian Society has just decided to contribute a part or all of the Variorum Shakespeare.

With the books we have in sight more than thirteen hundred volumes will have been added before the year closes.

One of the first and most important needs of the College is a good reference library. Many colleges have libraries which contain many thousand volumes, yet lack the one necessary requisite. The reason for such a condition is not far to seek. The question of money is one of the chief obstacles which confronts. In many instances the institution is poor and must accept whatever it can get. Then, the temptation to make the most show with a given amount of money, with the result that bargains are sought after with a view to number rather than quality of books. It is also true that the men who select the books do not always know what a library needs. They seem to think one book as good as another, and their greatest concern is to place on the shelves the greatest possible number, regardless of the necessities and demands.

When people know the real needs of a modernly equipped library, when they realize that it is the actual workshop of our institutions, when they know that the education of the student is often hampered by inadequately equipped libraries and poorly selected books, more care and discrimination will

be taken in the selection, and more liberality will be manifested in their donations.

Every college man and woman needs to form early the library habit. Students soon learn in their college career that what the text-book or the teacher says on a subject may not be final. If either succeed in interesting him he seeks further information. It is natural for the investigating student to turn to the library—the great depository of knowledge—to verify and add to the information given by teacher and text-book. The habit once formed the student is safe, so far as his scholarship is concerned. The student gets inspiration and direction from teacher and text-book. He then in a measure passes to his workshop, the library, and investigates and makes conclusions for himself. Thus does he "ever creep from fancy to fact," realizing that a man's work is ever before him.

AMONG THE ALUMNI.

This paper aims simply to show what our early Alumni have done and are doing, and is not a character sketch.

1892.

Mrs. J. M. Cook is principal of a high school at Cardenas, N. C. After graduating she was assistant in Mathematics in her alma mater and spent a while at the university of Chicago. As a student she had no superior in Elon College.

1893.

This class, numbering ten, is one of the strongest that has graduated from Elon. Three are ministers, Revs. R. H. Peel, J. W. Rawls and W. C. Wicker; four became teachers,

Miss Annie Graham, W. H. Albright, W. C. Wicker and J. W. Roberts; three studied law, B. F. Long, Jr., E. Moffitt and S. E. Everett, and one, J. E. Long, entered that ancient and honorable vocation to which too few college men devote themselves—farming.

Of this class six have studied at the University of N. C., one each at University of Va., Vanderbilt and Johns Hopkins.

W. H. Albright, A. M., took special courses in pedagogy at Vanderbilt and University of N. C. After teaching in the Liberty Normal he became principal of the Hamilton High School, N. C. As disciplinarian and teacher he has been very successful. He attributes his success at Hamilton largely to that gifted teacher, Mrs. W. H. Albright.

S. E. Everett, after taking his law course at the University of Va., entered at once upon a lucrative position in Suffolk, Va. He is a man of fine business capacity, and has accumulated considerable property. His elegant home is presided over by a former Elon music teacher, Mrs. Julia Long Everett.

Mrs. Annie Graham Lawrence was, until her marriage, principal of our Academic Department. During the absence of Prof. Lawrence at Yale she took charge of the Girls' Dormitory. B. F. Long studied law at Chapel Hill, entered into partnership with his uncle, Judge B. F. Long, of Statesville, N. C., and was a man of marked promise in his community and at the bar. His untimely death cut short a promising career.

J. E. Long lives near Graham, N. C., and has become the model farmer of his community.

E. Moffitt took his law course at the State University and is now a leading business man and lawyer in his native town of Asheboro. He has been mayor of his town for several years. He won the hand of Miss Blanche Baird, of Waverly, Va., sister-in-law of Judge West.

Rev. J. W. Rawls studied theology at Louisville, Ky., and has since filled important pastorates in the Baptist church.

J. W. Roberts pursued a special course at the University of N. C., and has devoted his life to teaching. Is principal of school at Hertford, N. C.

Rev. W. C. Wicker, M. A., attended University of N. C. and Johns Hopkins, served Berkeley and Newport News as pastor and for a number of years has been a leading teacher in Elon College. His specialty is philosophy.

Rev. R. H. Peel, after serving as pastor several years in the Virginia Valley, and winning the hand of Miss Florence Neff, returned to his home conference, and has become one of its leading pastors.

The annual commencement of Elon College will be held this year on Thursday, June 7. Important matters of business will claim the attention of the Board of Trustees, which meets during commencement week.

The annual debate between the Philologian and Clio Literary Societies of Elon College will be held in the college chapel Friday evening, April 13th.

The new President of Elon College, Prof. E. L. Moffitt, will be inaugurated May 2, 1906, at 11:30 A. M. The inaugural ceremonies are under the direction of the Executive Committee of the Board of Trustees.

DR. BAKER'S VISIT.

At two o'clock one morning I alighted from the train at Elon College, between Greensboro and Raleigh, and proceeded to arouse President E. L. Moffitt, who was said to be sojourning in a house near by, while his own large and attractive home was nearing completion and readiness for occupancy. Four long rings at the bell brought no response, and remembering that valentines were only two hours over-due I reasoned that possibly the President had received all he cared to frame or entertain, and so cast about for other quarters.

Here I drew the first tentative conclusion, viz., that President Moffitt had such confidence in the students and such discipline over the school that he was able to enjoy the sleep of the just, undisturbed by late prowlers. Though later I was informed that he was really spending the first night in his own new home, and could hardly have been expected to respond to a midnight call at his neighbor's door. The tentative conclusion was allowed to stand, for he surely has both confidence and discipline. * * *

The main building has been in use fifteen years and serves well the purposes of such a structure for the ordinary small college. It is in good repair, and with the addition of a new heating system, which President Moffitt declares must be installed before another year, will continue to meet the needs of the school for some years. The literary halls are especially well furnished and tastefully decorated. Of these there are three. * * *

The library, museum and laboratory are such growing appurtenances as should be expected in a thriving young school of fifteen years. * * *

The young ladies have their home in a good brick edifice,

where they are under the care of the matron. * * * This building, however, the school has outgrown, and a modern three-story dormitory for ladies is under construction and will be ready for the next year. The present dormitory will provide a home for the young men. * * *

The faculty are a body with university training along the lines of their several specialties, and their work is of a high order. Their average age is probably a few years under forty, and they are fully awake to the methods and thought of present-day pedagogy. The result is a course of study strong and recognized by the leading universities of the East and South. * * *

The student body is active, earnest and cultured. They take a common pride in the school and its interests, and evince qualities that assure their useful influence in years near at hand. * * *

Elon College has but a short history, characterized by devotion, determination, enthusiasm, wisdom, and execution. With the united and hearty support of our brethren in the South it has a long future, fraught with all the possibilities of life, truth, character and eternity.—*Marion W. Baker, in Herald of Gospel Liberty.*

NEW SERIES VOL. II, No. 4

BULLETIN

OF

ELON COLLEGE

FEBRUARY, 1907

RE-UNION NUMBER



ISSUED QUARTERLY BY
ELON COLLEGE
ELON COLLEGE, N. C.

Admitted as second-class mail matter under the Act of July 16, 1894.

BULLETIN
OF
ELON COLLEGE.

Vol. 2, No. 4. ELON COLLEGE, N. C., FEB., 1907. New Series.

You are cordially invited to participate
in the Re-union and Banquet
of the
Ex-Presidents, Trustees, Faculties, Alumni,
and old students of
Elon College,
to be held in the College Dining Hall,
Wednesday, June fifth,
nineteen hundred and seven,
at nine p. m.
The charge per cover will be one dollar

PLEASE ANSWER TO
CHAIRMAN RE-UNION COMMITTEE,
ELON COLLEGE,
ELON COLLEGE, N. C.

COMMITTEE.

E. L. MOFFITT, CHMN.,
W. P. LAWRENCE,
W. A. HARPER,
W. C. WICKER,
} ELON COLLEGE, N. C.

REV. W. S. LONG, D. D., GRAHAM, N. C.
REV. W. W. STALEY, D. D., SUFFOLK, VA.
REV. N. G. NEWMAN, M. A., HOLLAND, VA.
REV. C. C. PEEL, A. B., ELON COLLEGE, N. C.
REV. HERBERT SCHOLZ, M. A., MACON, N. C.
J. W. ROBERTS, PH.B., HERTFORD, N. C.
REV. W. T. WALTERS, A.B., HARRISONBURG, VA

G. T. WHITAKER, M.A., CHIPLEY, GA.
C. D. WEST, NEWPORT NEWS, VA.
C. C. ELLIS, ROANOKE, VA.
MRS. THOS. A. SMYTHE, NORFOLK, VA.
MRS. J. O. ATKINSON, PH B., ELON COLLEGE, N. C.
MISS JENNIE HERNDON, PH.B., GREENSBORO, N. C.
DR. J. E. RAWLES, A. B., SUFFOLK, VA.

RE-UNION AND BANQUET.

GENERAL INFORMATION.

It is hoped that the foregoing general invitation may reach every alumnus, old student and trustee of Elon College, and that each one will regard it as a personal request to participate in the banquet and re-union to be held in the new college dining-hall Wednesday evening, June 5, 1907.

No special invitations will be sent out, and it is desired that each one who expects to attend will notify the chairman of the committee at the earliest possible date—not later than May 10th—so that all arrangements may be perfected promptly.

Any alumnus, old student, trustee, ex-president, or member of the faculty, may be accompanied by wife or husband, in which case $2 should be sent to the chairman of the committee so that provision may be made for such additional guests. Trustees whose wives can not be present will be permitted to invite some other friend, provided notice of same is sent in by May 10th.

ONE DOLLAR PER COVER.

The committee has fixed the charge per cover at $1, and each one who expects to attend is requested to send this amount to the chairman of the committee by May 10th.

ENTERTAINMENT.

Arrangements will be made to provide entertainment for all who do not expect to stop with friends, at the following rates:

In private homes at $1 per day; at the college dining-hall and dormitories at $1 per day.

Such arrangements cannot be guaranteed to those who do not notify us by May 10th.

Do not overlook this, as it is extremely important.

PURPOSE.

The purpose of the Re-union is two-fold:

1. To renew old friendships on the part of those who were at Elon together in "days gone by," and to make new friendships among those who, though they have never met face to face, yet have that fellow-feeling that comes from a near relationship to a common Alma Mater.

2. To afford an opportunity of seeing the changes that have taken place and the improvements that have been made at "Old Elon" during the past years; and at the same time to give a clearer realization of the possibilities for the "Greater Elon" of the future.

We want a good social time that will bring us all nearer together, bind all hearts closer to our Alma Mater, and give us a deeper and more abiding interest in all that concerns her future welfare.

TRAIN SCHEDULES.

We have four passenger trains a day each way, arriving at Elon at the following times:

From the West—At 2 a. m., 7:45 a. m., 10:15 a. m., and 4 p. m.

From the East—At 3 a. m., 12:05 p. m., 5:15 p. m., and 8:45 p. m.

It is desired that visitors notify the chairman of the committee as to what day they will reach Elon, and on what train.

PROGRAM*.

The following interesting program has been arranged for the banquet:

Address of Welcome,
By President Moffitt.

TOASTS.

Early Reminiscences,
Ex-President W. S. Long, D.D., Graham, N. C.

Elon and the Church,
Ex-President W. W. Staley, D.D., Suffolk, Va.

The Alumni and the Professions,
Mr. Elijah Moffitt, Ph.B., Asheboro, N. C.

Elon and the Man of Affairs,
.....

The Man Who Dropped Out,
.....

The Elon Spirit,
Mr. D. R. Fonville, Ph.B., Wilson, N. C.

Elon and Her Benefactors,
Rev. J. P. Barrett, D.D., Dayton, Ohio.

Student Life in the Nineties,
Rev. C. E. Newman, A.B., Henderson, N. C.

College Patriotism,
Mr. J. A. Long, Ph.B., Bayboro, N. C.

The Elon of the Future,
Rev. J. O. Atkinson, D.D., Elon College, N. C.

* As will be noted, only a part of the speakers have been heard from in time to insert their names in the above program.

THE RE-UNION.

To the students of former days, be they Alumni or those who "dropped out," there is much to be seen at this re-union. In 1890, when the college threw its doors open, the campus was covered with stumps and logs, neither the main building nor the old east dormitory was completed; in part, ladders or gangways, not stairways, being the means of getting from a lower to an upper floor in both these buildings. How different the picture that presents itself to the view to-day! The main building is complete and has recently been equipped, by the munificence of the Clio Society, with modern school-room seats and furnishings. The old east dormitory is complete and packed to the overflow with young men of large promise and great hopefulness, a sufficient cause for self-congratulation to any institution. And there is the new west dormitory for young ladies, capable of housing 120 young women, a handsome three-story edifice, imposing in its structure, modern in its equipment, inspiring to all who look upon it, whose massive proportions are indicative of the broad foundations upon which the policy of Elon College, the Mecca of our educational interests, is grounded.

In the rear of the main building is a two-story brick structure, not so imposing or prepossessing as the new west dormitory, but nevertheless worthy of a visit and an inspection. It is the central heating, lighting and water plant. From it the main building and every room in both the old east and the new west dormitories are heated, lighted and supplied with water. The campus, too, the scene for you of many a serenade, of many a bonfire, of many a confidential chat with fair maiden, has put on a new garb since the halcyon days of yore. The trees have been properly trimmed, and when "fair Luna" does not care to shine, the ten brilliant arc lights do. There is a sewer system for all the college buildings, which completes the list of improvements on the physical side, thus bringing the character of the equipment of Elon College up to that of any institution in the whole country.

The enrollment too has kept pace with the improvements in other ways, and has now reached the handsome total of 212. It is an inspiring scene to behold these more than two hundred great-souled, large-hearted, deeply cultured and "culturing" young ladies and young men on the campus, which in the by-gone days was the centre of gravity, the trysting place of the student life and spirit of barely half so many. It will inspire you to see the present student body, for it is one which will bear favorable comparison with that of any college.

Not directly connected with the college, but still here and deserving a visit, is the Christian Orphanage, over on the hill—in former days a woods, and the scene of many a stump oration—a little to the right, as you go, of Rev. C. A. Boone's boarding house. There it stands, a noble structure, a monument to the love of our children for less fortunate children, and a convincing proof of the value of united effort and of the accumulation of little things.

It is, therefore, worth your while to come here to see the improvements that have been brought to pass within the past years, more especially those of the past two years. You will see more than you have any idea you will and will be amply repaid for the expense to which you will be put. It is worth any man's or woman's money to come to this place now, simply on a pleasure trip and for purposes of recreation from the exacting cares, the grinding burdens of actual life.

ITS DEEPER MEANING.

But if the scene of your education is what it ought to be to you the value of this re-union will not consist chiefly in what you see. As a man loves his mother, so does the student love his college, his foster mother, his Alma Mater. And as the man longs to see the time roll around for him to re-visit the old homestead and the mother who guided his tottering footsteps when he was unable to guide them himself, so does the student of former days, in whose breast beats the heart of a true man, long to re-visit the seat of learning at which his eyes were intellectually first opened and he properly fitted to do his part of the world's work. To every old student who

loves Elon College, to whom her every brick is sacred, this re-union will come as the benediction that follows after prayer, the prayer that he might be permitted to re-visit the old haunts and live over the old life, not with strangers, but with a large per cent of the very men and women with whom he lived it in his college days.

The re-union differs from an ordinary commencement and from individual visiting of the college, in that you will meet several, we hope very many, of the old students who were here with you, and so be enabled to live the old days over again and visit the old haunts as in former times, and, in the presence of those who knew your Alma Mater in less balmy days, appreciate the wonderful progress that has been made, and contemplate with enthusiasm the even greater things that are to be accomplished by and for those who are to come after.

Is the tenting on the old camp (us) ground not worth reliving? Is the grasping of the hands of your companions of pleasant memories and consecrated occasions, not entrancing to the thought? Will not a visit to "Old Elon," your Alma Mater, be worth all that it may cost? Will it not pay a compound dividend at this particular time and on this particular occasion? We think that it will, and shall hope to see you on the hill on or before June 5, 1907, and at the banquet in the new west dormitory on the evening of that day, helping us enjoy the feast of good things, both edible and intellectual.

Committee.

COMMENCEMENT PROGRAM.

For the information of those who expect to attend the Banquet and Re-union we give below a program, in part, for the regular Commencement exercises:

June 4—

11 a. m.—Board of Trustees meet.
2 p. m.—Elocution Recital.
8 p. m.—Society Representatives.

June 5—

11:30 a. m.—Annual Address.
3:30 p. m.—Baccalaureate Sermon,
By Rev. Jno. E. White, D.D., of Atlanta, Ga.
8 p. m.—Alumni Address,
By Miss Bessie Staley, A.B., Raleigh, N. C.
9 p. m.—Re-union and Banquet.

June 6—

10:30 a. m.—Commencement Day—Graduating Exercises.
3 p. m.—Society Re-unions.
4 p. m.—Art Exhibit.
8 p. m.—Annual Concert.

The February number of the BULLETIN has been intentionally delayed, so as to contain as much information as possible with reference to the Re-union and Banquet.

HISTORICAL SOCIETY. 1956.
Southern Convention of Congregational Christian

BULLETIN
OF
ELON COLLEGE

Vol. 3 Elon College, North Carolina, August, 1907 No. 2

NEW SERIES

Issued quarterly by Elon College.
Admitted as second-class mail matter
under Act of July 16, 1894.

To Our Patrons and Friends, Present and Prospective

We send this little booklet—our *Special Illustrated Bulletin*—for the purpose of giving, in a clearer, more complete and attractive manner, a better idea of what Elon has to offer in the way of buildings and equipment than we could hope to give by means of "word-pictures," though they be ever so descriptive and fill ever so many bulletins. We regret that, because of unavoidable delays in beginning the preparation of the booklet, it is incomplete, especially in that it does not present many features of our work that are prominent and important. As will be noted, the Music, Art and Elocution Departments are not represented in any way; whereas, they are among the best to be found in the State, and are being largely patronized—in many instances by those who come to specialize in these departments. These will have to appear later.

During the past two years the following are the most notable improvements that have been made at Elon, on the material side of her equipment:

1. The beautiful new West Dormitory, a three-story brick building that will accommodate more than a hundred young ladies, and is one of the handsomest and most modernly equipped dormitory buildings to be found anywhere. It is heated throughout by steam, lighted by electricity, and supplied with hot and cold water, with two modern sanitary bath-rooms on each floor, which are connected with the main sewerage system of the College. This building also has a complete system of automatic fire-doors, protecting each section from fire in any other section. The main front of the building is 45 x 158 feet, while the "L" is 40 x 80. The "L" contains the spacious college dining hall, kitchen, pantries, storage-rooms, refrigerator room, servants' rooms and gymnasium. Most of the rooms in this building have been nicely furnished, by the generosity of our friends.

Fall Term, 1907, opens September 5th.
For catalogue and further information,

Address,

President EMMETT L. MOFFITT,
Elon College, N. C.



BASE-BALL TEAM, 1906-'7.

Now don't Claude look "des as cute"

I have something to tell you, will write soon. Ethel.

2. Central heating, lighting and water system. The two-story brick power house, represented on a following page, contains a 125 H.P. boiler, an 85 to 100 H.P. engine, a 50 K.W.—or 1,000 light—dynamo (alternating current machine), switchboard, etc., all the machinery connected with our Warren-Webster Heating System, the pumps that furnish the water, etc. The upper story of this building is intended for a Steam Laundry, which, however, can not be installed now for lack of funds. From this plant all the College buildings are heated, lighted, and supplied with water. The campus is lighted by ten arc lamps, and the College furnishes lights to the Orphanage and to some of the homes in the village.

3. East Dormitory, for young men, has been fitted up with bath-rooms on each floor, which, with its steam heat and electric lights, makes its equipment also modern.

4. A complete sewerage system has been put in, with which all the College buildings are connected.

5. Through the generosity of the Clio Literary Society all the College recitation rooms have been furnished with the most modern seats and desks.

In short, our equipment will now compare favorably with the best, as far as it goes; but we still have many needs—an Athletic Park, furnishings for Gymnasium, etc., etc.; and, if our patronage continues to increase, as we hope it may do, it will not be long until a new young men's dormitory will have to be built.

So to every alumnus, old student and friend Elon sends greetings, and bids you rejoice because of what, under God's blessings, we have been able already to accomplish, and urges each one to look to larger things for the future, and to do his part to bring them to pass.

EMMETT L. MOFFITT, *President.*



CAMPUS VIEW FROM DEPOT.



CAMPUS VIEW FROM RAILROAD.



ADMINISTRATION BUILDING.



WEST DORMITORY.

The X is my window. Sue!



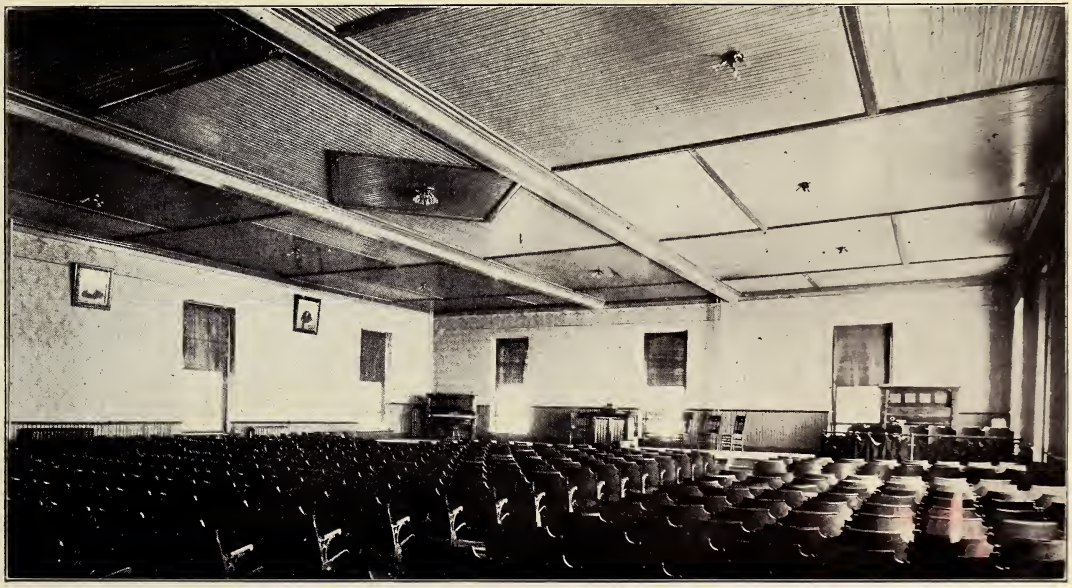
EAST DORMITORY.



WEST DORMITORY—SIDE VIEW.



CENTRAL POWER STATION.



AUDITORIUM IN ADMINISTRATION BUILDING.

Guess you recognize this place
But you



CORNER READING ROOM AND LIBRARY.



CORNER CHEMICAL LABORATORY.

This is where I had some wonderful experiences this year.



CORNER MUSEUM.



COLLEGE DINING HALL—IN WEST DORMITORY.



PHILOLOGIAN LITERARY SOCIETY HALL.

Do you remember being in here the last night I saw you?
I think I do.



CLIO LITERARY SOCIETY HALL.



PSIPHELIAN LITERARY SOCIETY HALL.

And this is where Ethel had to ride the Goat one time



Y. M. C. A. HALL.



STUDENTS' ROOM—EAST DORMITORY.



STUDENTS' ROOM—WEST DORMITORY.



GRADUATING CLASS, 1907.

Bulletin of Elon College

BULLETIN

OF

ELON COLLEGE

Vol. 5 Elon College, North Carolina, May-August, 1909 Nos. 1 and 2

NEW SERIES

Issued quarterly by Elon College.
Admitted as second-class mail matter
under Act of July 16, 1894.

OUR ILLUSTRATED BULLETIN

For the purpose of giving our friends, present and prospective, a better, clearer and more attractive view of Elon College from the standpoint of equipment, we are sending this little booklet. It is our desire that each one receiving it may become more interested in our institution, and become a student, or send one to us for preparation for life's work. The demand today for well-trained men and women in every sphere of human activity is far greater than the supply, and he who realizes this demand, and fits himself to meet it, is the man who will occupy the best places in the way of service to his fellowman, as well as to himself.

Elon College offers to young men and young women the very best advantages for obtaining a college education, and at a most reasonable cost, as may be seen by reference to the concluding pages of this Bulletin, and to the regular Catalogue Number, which will be sent on application.

Our plant is now thoroughly modern in equipment, all the buildings being heated by steam, lighted by electricity, and furnished with water, baths, etc.

The Spring Term opens January 4th, and students should arrive on the day preceding, if possible, so as to be ready to start in with the work at the very beginning. The Spring Term is the long term of the year, and hence offers opportunity for good results even to those who are not able to enter in September.

Students sometimes ask the question: "Would you advise me to go to school now, or stay out awhile longer and make money enough to finish my course, since I haven't enough to put me through now?" There's only one safe answer to this question: Young man, young woman, if you have the opportunity to go to college now, by all means go, for you do not know that this opportunity will be open to you next year, or the next, or the next.

EMMETT L. MOFFITT, President.



CAMPUS VIEW FROM DEPOT



CAMPUS VIEW FROM RAILROAD



ADMINISTRATION BUILDING



WEST DORMITORY



EAST DORMITORY



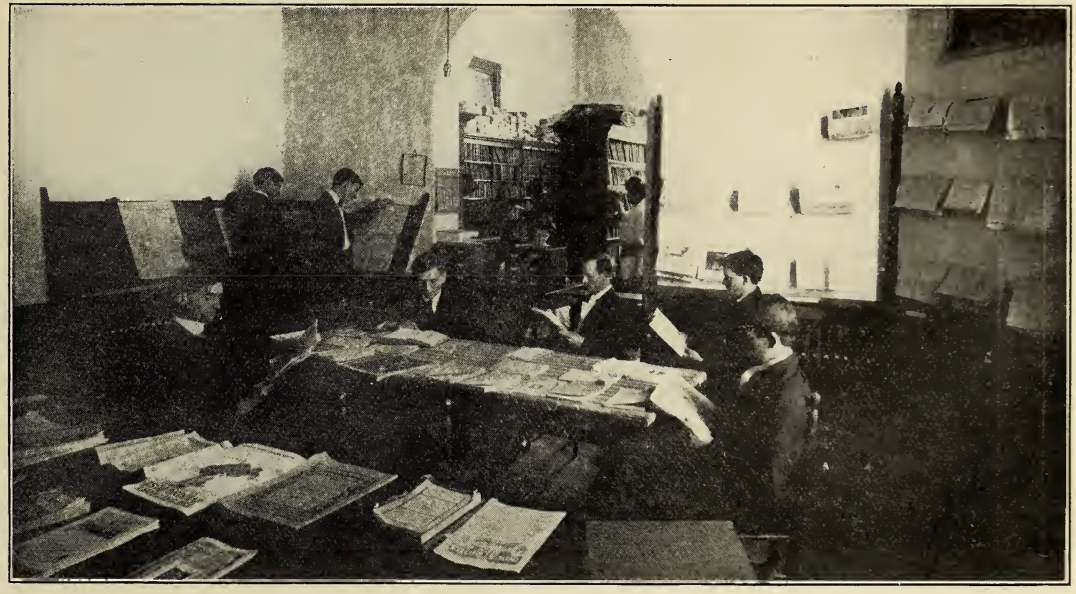
WEST DORMITORY — SIDE VIEW



CENTRAL POWER STATION



AUDITORIUM IN ADMINISTRATION BUILDING



CORNER READING ROOM AND LIBRARY



CORNER CHEMICAL LABORATORY



CORNER MUSEUM



COLLEGE DINING HALL—IN WEST DORMITORY



PHILOLOGIAN LITERARY SOCIETY HALL



CLIO LITERARY SOCIETY HALL



PSIPHELIAN LITERARY SOCIETY HALL



Y. M. C. A. HALL



STUDENTS' ROOM—EAST DORMITORY



STUDENTS' ROOM—WEST DORMITORY



GRADUATING CLASS



BASE-BALL TEAM



ELON COLLEGE CORNET BAND

FACTS TAKEN FROM CATALOGUE

EXPENSES PER YEAR

TUITION AND FEES

Preparatory Classes	$40 00	Matriculation fee	10 00
College Classes	50 00	Library fee	2 00

The scholastic year is divided into two terms.

EXPENSES PER TERM (ESTIMATED)

Tuition	$20 00 to	$ 25 00	Laundry	5 00 to	9 00
Matriculation fee	5 00 to	5 00	Library fee	1 00	1 00
Board and lodging	37 50 to	60 00		$68 50 to	$100 00

FOR GIRLS AT DORMITORY PER YEAR

Tuition, board, heat, lights, servants' attendance, per year:

Preparatory Classes	$160 00	College Classes	170 00

Charges per year to those who take Music, Art, or Elocution also:

Preparatory Classes	$200 00	College Classes	210 00

SPECIAL STUDIES

Music, Art and Elocution are extra. Charges in these branches are, per half year as follows:

Music (Vocal or Instrumental)	$20 00	Art	20 00
Music (Vocal and Instrumental)	35 00	Elocution	20 00
Harmony	5 00	Art and Music, or Music and Elocution	35 00

BOARD FOR YOUNG MEN

1. Board can be obtained at $10.00 to $11.00 per month in private families, including furnished room, fuel, lights, and for less if student furnish his own fuel, lights, etc. Board is payable monthly in advance.

2. Young men who desire to do so may take their meals at the young ladies' dining-hall at West Dormitory at a cost of $90.00 per school year, payable in ten equal installments, as stated below for young ladies.

Young men desiring to room in the East Dormitory may do so for $15.00 per room per quarter, including steam heat, baths, electric lights and servants' attendance, except for corner rooms, which are $16.25 per room per quarter, payable in advance. These rooms are furnished with oak suits, rocking chairs, toilet sets, bed springs, and mattresses. Young men furnish their own towels, pillows, and bedding. When two students occupy a room, the cost will be one-half the above amount to each student. East Dormitory is under the supervision of a Supervisor and a Proctor appointed by the Faculty.

Young men may obtain board at the West Dormitory and rooms at the East Dormitory for $120 per year, including baths, steam heat, electric lights and servants' attendance.

Rooms may be rented in the village at from $1.00 to $3.00 per month, and board in clubs may then be obtained at $5.00 to $6.00 per month. A club is run each year by the young men, who thus get board at actual cost.

BOARD FOR YOUNG WOMEN

Dormitory.—The West Dormitory, for girls, supplies board, furnished rooms, with steam heat, baths, and electric lights, and servants' attendance, at $120.00 per year (two girls to the room). The rooms are handsomely furnished with oak suits, rocking chairs, bed springs and mattresses, and toilet and water sets. Young ladies furnish their own towels, pillows and bedding. All young ladies boarding in the Dormitory are under the supervision of the Matron. Young ladies in West Dormitory who occupy corner rooms pay $1.25 per term each extra. Board is payable, in the dormitory for young ladies, in advance, in ten equal installments, four installments before Christmas and six after Christmas. These installments for the year 1909-'10 will fall due as follows: September 5, October 3, October 31, November 28, January 1, January 25, February 20, March 16, April 12, and May 8.

No deductions are made for the holidays or other absence except for sickness of a week or more. Visitors will be furnished meals at 25 cents each. Those who remain over for the Christmas holidays will be charged $3.00 each.

Young ladies and young gentlemen do not room at the same house.

Students in Chemistry or Biology pay in advance a laboratory fee of $3.00 per term. Diploma fee of $5.00 is required of each graduate.

No departure from these rates other than those stated in the Catalogue.

Music pupils, in addition to their recitations, have the use of the piano one period daily without extra charge. Those desiring an extra period daily pay $2.50 per term.

The matriculation fee and one-half the expenses of the term are payable in advance, and the remaining half at the middle of the term. Students pay from date of entrance to the end of the quarter. No deductions are made except for sickness protracted for more than one week under the care of a physician, whose certificate must be presented to the Bursar.

Ten per cent. of literary tuition fees will be discounted from the regular rates when two minor children enter from the same family; three or more from the same family are entitled to a reduction of fifteen per cent. These discounts are not allowed to special students.

Candidates for the ministry are admitted on their individual note for tuition, which note will be canceled in case they engage in active pastoral work. They are expected to bring recommendations from their conference or other authorized body.

Minor children of ministers are admitted free of tuition except in music, art, elocution, and commercial departments.

Students occupying rooms in either of the dormitories are held responsible for damage to property in their rooms.

Parents and guardians are requested to deposit with the Bursar all funds for contingent expenses, otherwise the institution must not be held responsible.

Books, sheet-music, etc., are furnished at lowest retail price, but for cash only.

UNIFORMS

Young ladies will wear, during the fall and spring, waists of inexpensive material and plain black or blue-black woolen skirts. During the winter jackets of the same material as the skirts will also be worn. On Sundays and all public occasions during the fall and spring plain white pique, linen or duck skirts and plain white waists may be worn; during the winter plain black or blue-black woolen skirts and jackets, and waists of any inexpensive material. Oxford caps will be worn throughout the year. The uniforms must be put on by the beginning of the second quarter, November 11th.

When possible, these uniforms should be made at home.

Positively there will be no exception to this regulation.

ELON COLLEGE

[illegible]

Bulletin of Elon College

BULLETIN

OF

ELON COLLEGE

ILLUSTRATED NUMBER

Vol. VII. Elon College, North Carolina, May, 1911. No. 1

NEW SERIES

Issued quarterly by Elon College.
Admitted as second-class mail matter
under Act July 16, 1894

AN INTRODUCTORY WORD.

When the projectors and founders of this institution stout of heart and consecrated in purpose, were examining the claims of many localities for its location, they wisely selected the twenty-five acre site now so famous for its beauty, healthfulness, and sacred associations. The site selected, to men imbued with the spirit of the Scriptures, readily suggested the name, Elon, which is the Hebrew word for oak, the campus being covered with a rare wealth of stalwart, native oak trees, which are at once a source of comfort, inspiration, beauty, and delight. Under their spreading branches, symbolic of strength, many a noble impulse to strong endeavor has been born and many a drooping soul revived and inspired to brighter and better things.

It is a common remark heard from visitors here that nature has done more to make Elon College beautiful than for any other College campus in the South. It is a quiet, sequestered, holy place—a place for the knitting of character and the unfolding of soul—a spirit that cannot expand under such beauty and charm of natural scenery and inspiration must indeed be callous and indifferent and unresponsive. No wonder Elon's students love the place and cherish its sacred memories.

But man's part, too, has been well done in adding to nature's lavishness in beauty and charm. Magnificent dormitories, equipped with steam heat, electric lights, baths, sewerage; an administration building, massive, monumental, unsurpassed; a central heat, light, and water plant; beautiful winding walks and promenades, accommodated and suited to the rolling contour of the earth's surface in this delightful hill country of Western North Carolina; the whole surrounded by beautiful, well-appointed homes—these and many other features of man's handiwork combine with nature's generous bounty to make Elon College not only one of the most beautiful, but also one of the most wholesome educational centres in the South. It combines all the advantages of city life in equipment, convenience, and accessibility (there being eight passenger trains daily and telephone and telegraph connections with the ends of the earth), while it lacks the distracting alluring and enticing disadvantages usually found with such advantages in educational institutions in large centres of population. Time and the universal verdict of an increasing patronage have proved the wise foresight of Elon's founders in their choice of location for this goodly institution of learning, culture, training and character-building.

With the purpose of showing to those who have never seen it the physical side of the College as well as of awakening in the hearts of those who have studied here pleasant recollections of sweet, departed days, this Illustrated Bulletin is issued. It seeks to exhibit the quiet, unobtrusive, native charm and natural beauty of the place and to quicken in the spirit of the young who read it the desire to spend life's halcyon days of preparation amid such scenes of charming beauty, simple grandeur, and wholesome inspiration.

For further information, address

President W. A. Harper, Elon College, N. C.

NOTE—This Bulletin is bound and printed on the covers in the College Colors, Maroon and Old Gold—and stamped with the College Seal.



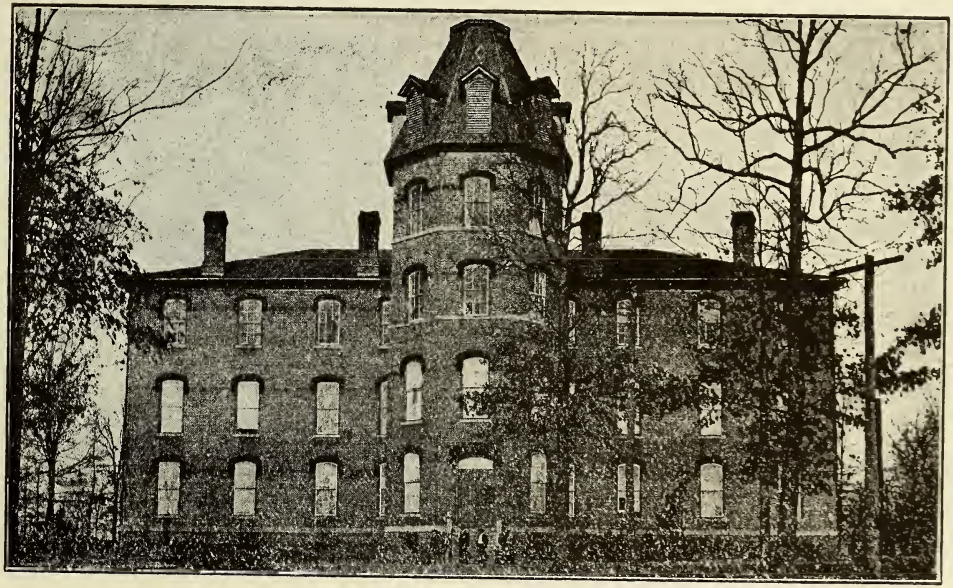
CAMPUS VIEW FROM DEPOT.

This is the stately, appealing scene that greets the eye of the passengers on the train as it stops at the depot. In the foreground is the West Dormitory, to the right of which rises the commodious Administration Building.



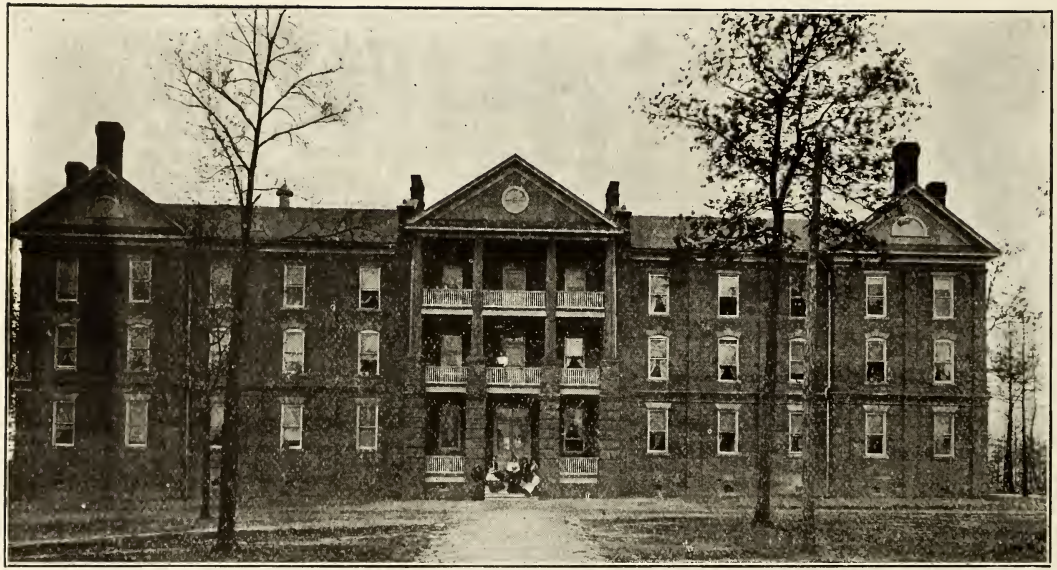
ANOTHER CAMPUS VIEW.

To those strolling along Lebanon Avenue, which runs parallel with the track of the Southern Railway, the campus presents in the early spring this beautiful scene of retired, sequestered, inviting beauty.



THE ADMINISTRATION BUILDING.

Here are held all public exercises and recitations in the literary department. One of the most substantial College edifices in the Southern States. Equipped with the most modern recitation seats and school-room appliances. Society Halls, President's Office, Y. M. C. A. Hall, Chemical, Biological, and Physical Laboratories, College Auditorium, Reading Room and Library, are all in this building.



WEST DORMITORY--FRONT VIEW.

For young ladies. Contains Music Studios and Practice Rooms, Art Studio, Expression Department, Parlors and Reception Rooms. Equipped with all modern conveniences and handsomely furnished. A delightful, home-like edifice.



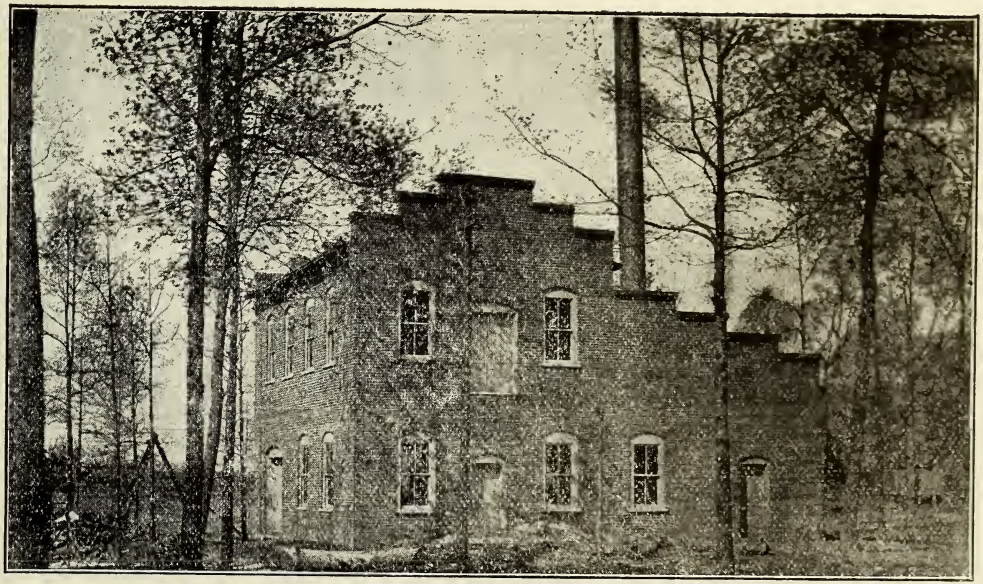
THE EAST DORMITORY--FOR YOUNG MEN.

Equipped with all modern conveniences and substantially furnished with oak suits. A delightful centre of College life and spirit. Directly in front stands the noble oak tree, under whose arching branches and kindly shade, the decision was reached to locate the College here and call its name Elon.



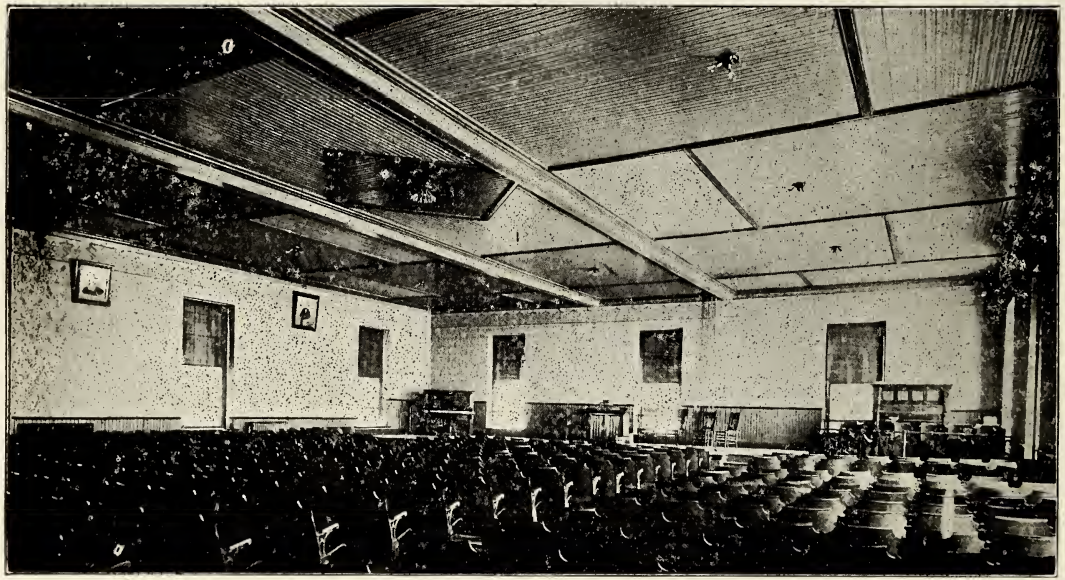
THE WEST DORMITORY--SIDE VIEW.

Showing Annex, in which on the first floor is the Gymnasium and on the second floor the College Dining Hall. Young men enter this dining hall from the stairway shown on the outside of the Annex. The famous College Well is to the right—no longer regularly used, but rich in traditions.



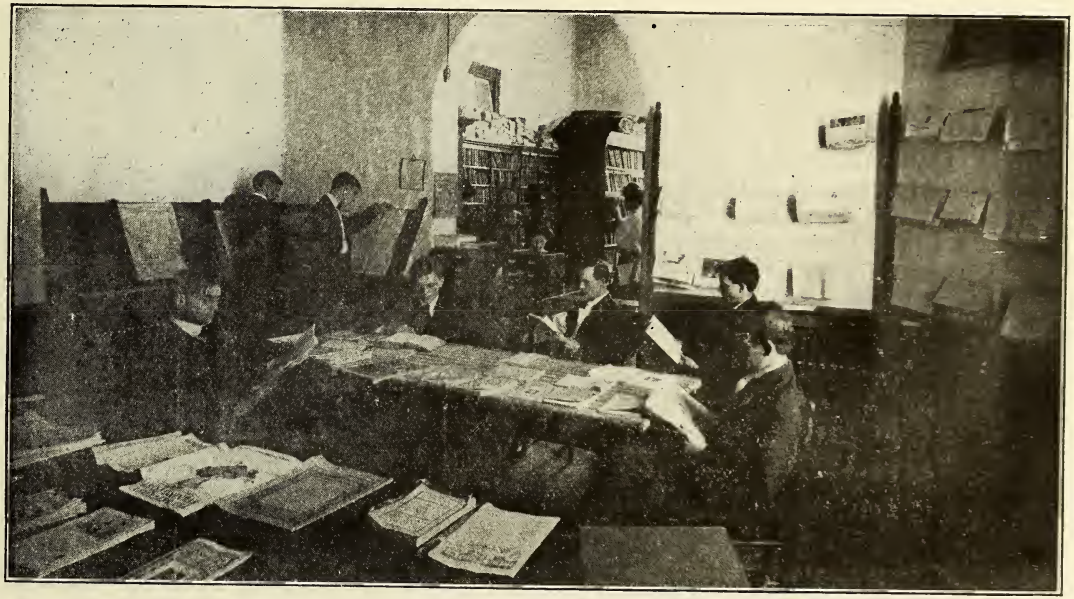
CENTRAL POWER STATION.

Heat, Light and Water Plant. Just behind this building is the deep well recently constructed, having been bored to great depth through solid rock, affording an absolutely pure and permanent water supply for the entire College community. It is estimated that this well will afford 100,800 gallons in 24 hours.



AUDITORIUM IN ADMINISTRATION BUILDING.

Equipped with comfortable, stationary, opera seats. Seating capacity, exclusive of aisles, rostrum, and rooms to the rear, of about 600. Here the College assembles for daily Chapel exercises, Sunday School, Christian Endeavor, Y. W. C. A., and Church services, and all the public occasions of the year. Handsomely furnished and excellently lighted.



CORNER READING ROOM AND LIBRARY.

On the second floor of the Administration Building. Open from 10 A. M. to 5 P. M. daily. One of the most pleasing and cheerful centres of College life and activity.



CORNER CHEMICAL LABORATORY.

On the first floor of the Auditorium Building. Well equipped and modern.



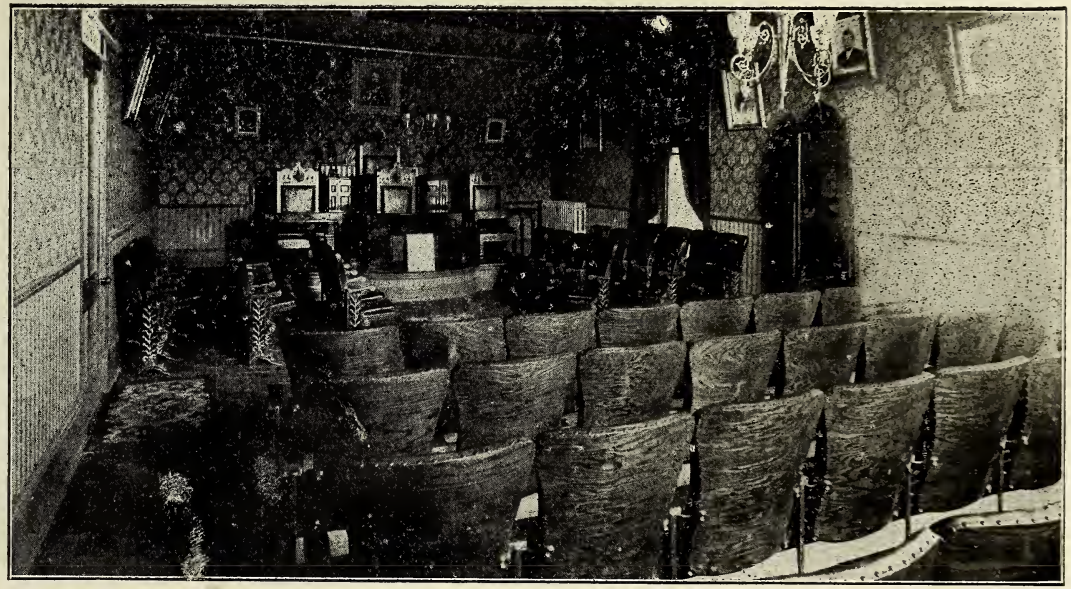
CORNER MUSEUM.

On the third floor of the Administration Building. Due to the untiring energy of Rev. B. F. Black and the generosity of many friends. The specimens and relics herein found are useful in connection with the courses in Biology, Mineralology, History, Social Science, Physics and Geology.



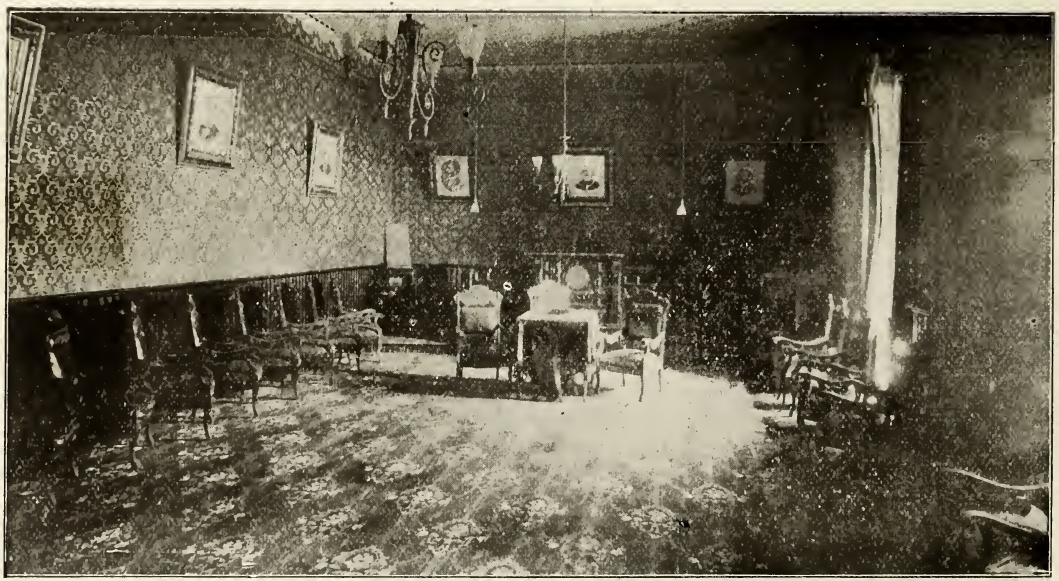
CORNER COLLEGE DINING HALL.

This spacious room, in the 40 x 80 Annex of the West Dormitory second floor, has a seating capacity of 240. Here are held the Alumni Banquets and the other public meals of the College year. The silver and other equipments of this room were given by Mr. G. W. Truitt, of Suffolk, Va.



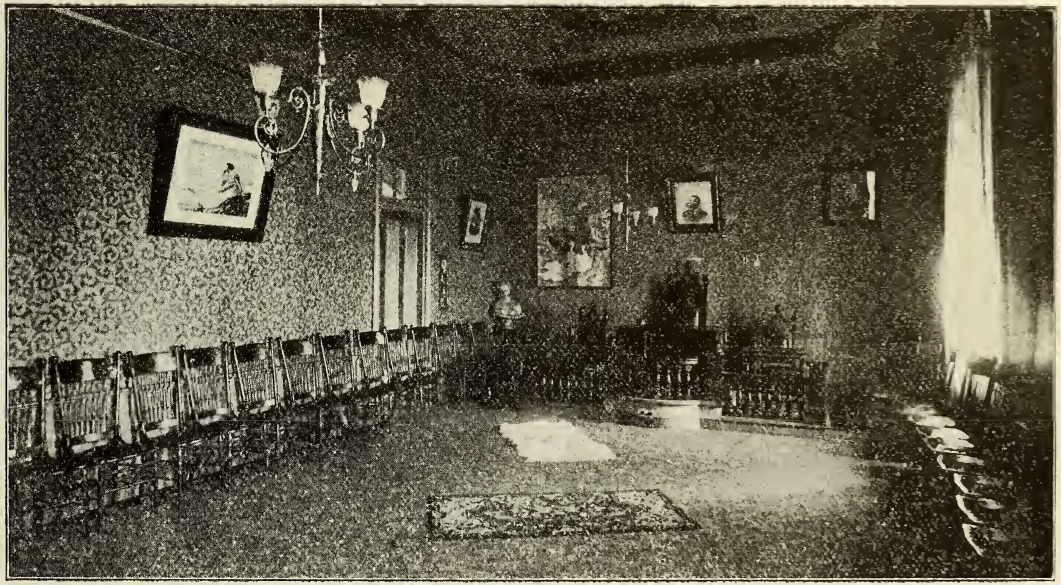
PHILOLOGIAN LITERARY SOCIETY HALL.

On the third floor of the Administration Building. Meets each Friday evening for literary work and each Saturday morning for business matters. Its public entertainment is annually given on Thanksgiving Evening. For men only.



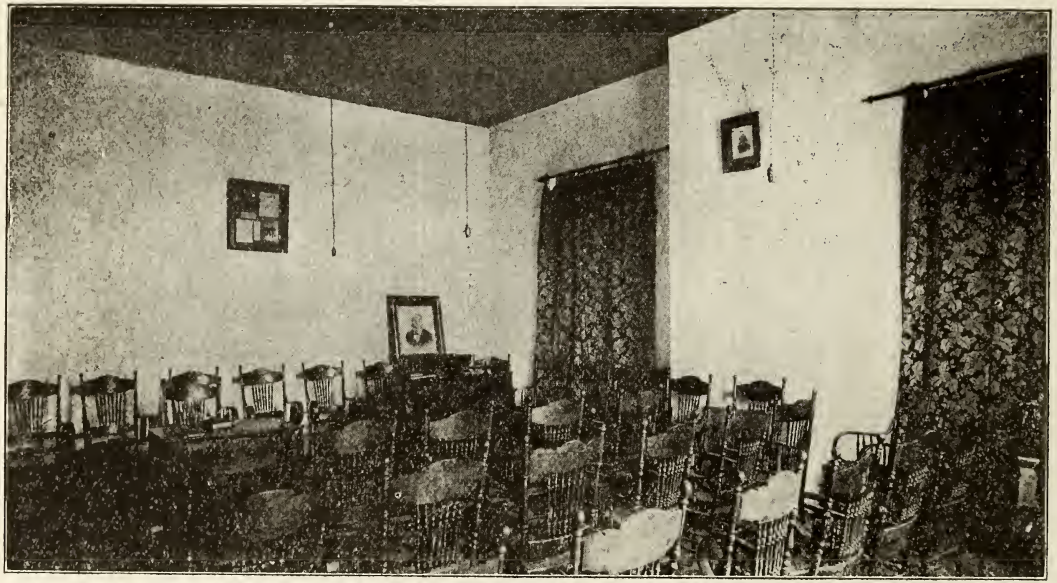
CLIO LITERARY SOCIETY HALL.

On the third floor of the Administration Building. Meets on Friday evenings for literary work and Saturday mornings for business session. Its public entertainment is given annually on the evening of Washington's Birthday. For men only.



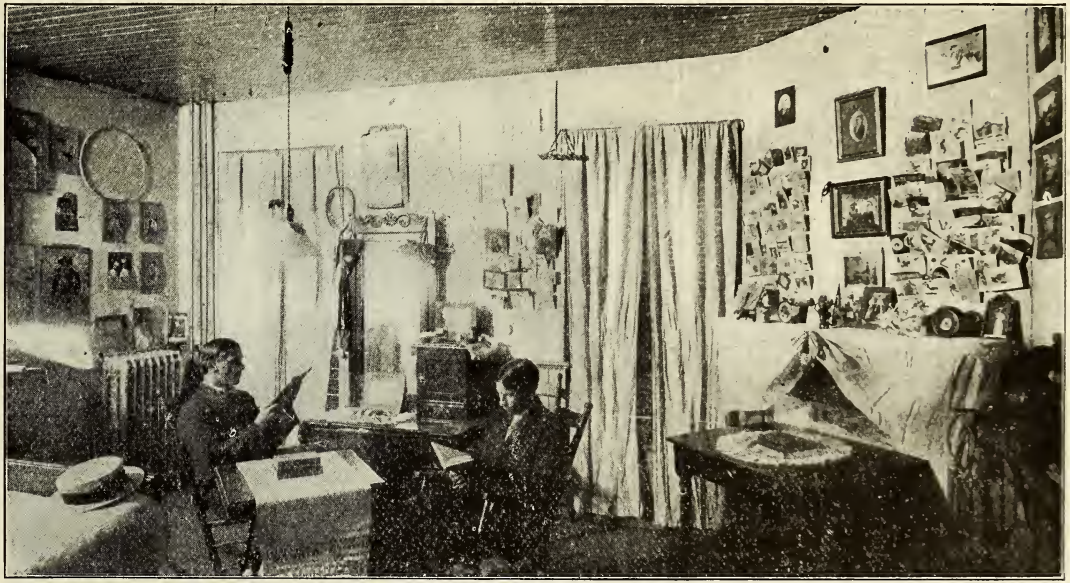
PSIPHELIAN LITERARY SOCIETY HALL.

For young Ladies only. Meets Friday evenings for literary work and the transaction of business. Its public entertainment is annually given on the Saturday evening before Easter Sunday.



Y. M. C. A. HALL.

On the third floor of the Administration Building. Meets every Saturday evening. The delightful home of one of the strongest influences working for righteousness in the College Community. The seats in this hall were given by Hon. Francis Asbury Palmer, of New York City.



STUDENT'S ROOM--EAST DORMITORY.

Handsomely equipped with light oak suits, toilet and water sets, tables, rocking and stool chairs, springs and mattresses, electric lights, steam heat, convenient to bath rooms. Two persons to room.



STUDENT'S ROOM--WEST DORMITORY.

Elegantly furnished with white iron bed-steads, springs, felt mattresses, wardrobes, wash-stands, dressers, toilet and water sets, steam heat, electric lights, convenient to bath rooms. Two persons to room.



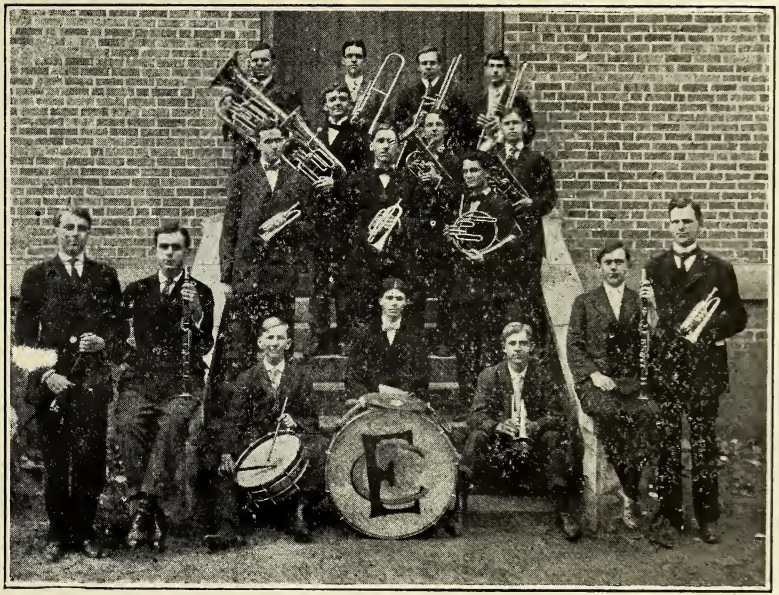
GRADUATING CLASS.

In their Oxford caps and gowns as they appear on graduating day and other public occasions of commencement.



BASE-BALL TEAM.

Elon's Base-ball team consists of bona-fide students, not professional players and all players are selected by competition. The aim is not to win at any price, but to play clean ball and develop the body harmoniously.



ELON COLLEGE CORNET BAND.

Organized in 1907, one of the finest College Bands in the South. Frequently plays in the large cities on public occasions. An enjoyable feature of College life. Conditions of entering the Band are very reasonable.



THE CHRISTIAN ORPHANAGE.

On a commanding hill facing the College, South of the Railroad, not connected with the College, but one of the most often visited places in the community. A commodious building, modern Barns, fine Farm, well stocked, wooded, and watered.

A CONCLUDING WORD.

Elon College has been described by one of the greatest educators of modern times as "A blessed and noble institution, springing up as if by magic," and this is not over-stating it. For wealth of scholarship, thoroughness of instruction, depth of culture, development of character, unfolding of life and spirit, inculcation of noble Christian ideals, in a place most perfectly adapted to the fullest and freest attainment of all these desiderata of life and training, Elon College is unsurpassed. It is a small College and never wishes to be anything else, because it is the conviction of its founders that such a College holds the keys to the educational situation.

We invite the fullest inquiry on the part of young and old in respect to these points and are ever ready to answer any questions or give any desired information.

1911
THE PATE PRINTING CO.
BURLINGTON, N. C.

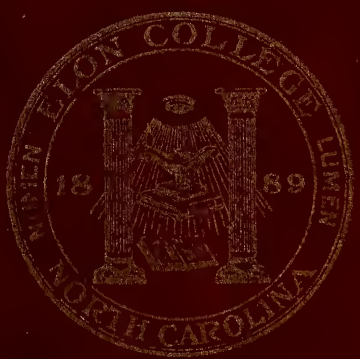
NEW SERIES VOLUME VII. No. 2.

JULY, 1911

BULLETIN OF ELON COLLEGE

ELON COLLEGE, N. C.

1911 VACATION NUMBER



BULLETIN ISSUED QUARTERLY

Entered as Second-class Mail Matter under Act of July 16 h. 18[illegible]

BULLETIN OF

ELON COLLEGE

VACATION NUMBER

POST OFFICE
ELON COLLEGE, N. C.

RICHMOND, VA.
CENTRAL PUBLISHING COMPANY
1911

Note:—This Bulletin is bound in Maroon and printed in Old Gold on the covers, these being the College Colors. The College Seal also appears on the outside of the first cover page.

REASONS FOR EDUCATION.

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In this day of enlightenment and all but universal learning it seems perhaps out of place to set forth the reasons for education. The materialism of our day, however, makes this necessary. Everything now is judged by the commercial standard. How much will this course add to my earning capacity? Will this year in College make me any more capable as a wealth-producer? These and similar questions make it not only proper, but even necessary to set forth briefly the reasons for education, aside from the dollar-and-cents one, because education does pay handsomely in money returns and in earning capacity, about which generally accepted verity it is not necessary to speak further at this point. It is the poorest of the reasons for education.

Education trains the mind, expands the mental powers, unfolds them, develops them. Man's mental powers are his glory, the source of his control over nature and the animal creation. Any thing which adds to these powers or makes them more efficient is worthy of our attention and deserving of our patronage and support.

Education broadens the horizon of life, gives vision, insight, grasp of things. The world is very different to two men, one of whom is educated, the other of whom is not. Education brings a man into relation with the past of the world, —its successes, its failures, its hopes, its aspira-

tions, and gives him the power to foresee the consequences of many measures proposed for human amelioration and betterment. It also gives him insight into the present,—a consciousness that he is master of the circumstances and opportunities of life and living about him. By giving him understanding of the past and mastery of the present, it offers him also the very best chance to control the future and meet the demands and emergencies of life.

It furthermore gives an insight into nature and an understanding of the natural universe to be had in no other way. The contributions of education along this line to the peace of mind and satisfaction of soul of the world's inhabitants can never be fully appreciated. By explaining the causes of storms, earthquakes, eclipses, comets, and other phenomena of the heavens, natural science has sweetened the life of mankind and removed from them constant causes of alarm and dread. Through Biology, Chemistry, and the other physical sciences it has greatly enhanced the enjoyment of life and added to man's mastery over material things. And daily new truths are being brought to light, adding to our possibilities of life and introducing us to forces unrevealed before, but powerful in their import for human welfare and progress.

Education reveals the purpose of life. Purpose serves the same end to living that the compass does to sailing. Our purpose in life is our compass. It keeps us from getting lost in our life's voyage and from being wrecked on the jutting bars and treacherous rocks of the sea of life. Blessed

is the man with a purpose in life! Keep your eye on that man. He will make his influence felt and leave his name honored among his fellows. There is no way to learn the purposes of life so well as to go to College, where the growing, expanding mind is brought into relation with the purposes that have controlled the action of other men and brought them to greatness and renown. Noble purposes pulse through the heart and stir the soul of youth in the rare days of College life as they do at no other time and under no other condition.

Education also has the high privilege of giving its devotees correct notions of God and things divine. I am pained that all education does not yield this priceless fruitage. I regret that many men who are educated at State and privately endowed institutions have no adequate or proper concepts of these vital issues of life. Education, under the constant influence of the Church, where only devout Christians are allowed as instructors, where religion is never scoffed at nor decried nor ruled out by science and sociology, hardly ever fails to have the wholesome effect of moulding the character and the ideals of the young for Christ and Christian service. The education which fails to do this, which retards this, had better be let alone. We have had, and will have, none of it at Elon.

WHAT IS EDUCATION?

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The problem of the ages has been the problem of education. The reason for this is patent—there can be no progress in civilization or culture or science without education. It is the conserving force in human advancement—the force that enables the acquisitions of one generation to be transmitted to the succeeding one. The benefits of progress cannot be transmitted physically, but intellectually. As one's parents are one's fate in the physical realm, so one's fate in the mental sphere is contained in one's education. It is the duty of every one, then, to educate himself as far as possible.

But what is education? Some think it is an accomplishment, an adornment, and in this conception there is a germ of truth. Education is the result of strenuous effort—an accomplishment. It does adorn its possessor with the richest sort of adornment. But it is not such an adornment as arises from polish, from veneer. This adornment comes from within, not from without—it is therefore enduring and will not rub off, because it is not put on. No man can put on education or lay it aside, as he would his coat or his collar. The so-called culture or society schools are therefore not true educational institutions.

Others regard education as synonymous with training or with the idea contained in a trade. In this conception also there resides a germ of truth. All true education trains, but its prime end is not

training for a special thing until a broad and enduring foundation has been laid. Specialization is all right in its place, adds to efficiency and enriches life, but begun too early and carried too far it narrows and prejudices men, disqualifies them for filling the largest sphere in life. The great fault of our modern education is that it begins to specialize before the foundation is laid—it is top-heavy and narrow. The technical school is not in the proper sense an educational, but a training school, and to enter such an institution before the foundational work has been done is to stand a pyramid on its apex, to invite intellectual mediocrity and court failure in life. The professional, the technical, the normal, the business school has its place, but it is after the College has done the foundational work of preparation for success and usefulness and large achievement.

Education in the true sense, therefore, is what its Latin origin suggests—a leading out, a development, of the powers within one. Education is growth. It offers the opportunity of expansion, of development, of unfolding to the mental powers. It is a kinetic force generated from a potential power under the influence of competent instructors and in pursuit of the best that has been said, done, and thought in the world's history. It is foundational and strength-producing—without it life can never be at its best nor achievement attain its maximum. Education is not primarily an adornment, though it does adorn; it is not primarily a training, though it trains the mind for its largest fruitage of endeavor and achievement; it is the unfolding of the mental

powers, the ripening of the intellectual life, without which no man is capable of his best, however great he may become.

HOW BEST TO GET EDUCATION.

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But one thing needs to be added here—that education may or may not result in character-development. It is the privilege of education, Christian education, to develop character, give correct conceptions of life, inspire with ideals, altruistic and ennobling. But if education stops with mere development of the mental powers, mere unfolding of the intellectual capabilities of the individual man, it may produce a saint or a sinner according to the inward bent and disposition of the man. To place a young man or young woman in an atmosphere tense with intellectualism, with learning and erudition, but without the spiritual, religious influences needful to act as ballast for the soul, to steady it, is to let down the bar of the spirit for the ingress of all sorts of isms and heresies. Character can be turned in proper channels, only in exceptional cases during the period of intellectual growth and development, unless the influence of the religious life is kept prominent and in the foreground. Some educators scoff at the idea of Christian education; Christian education is a Christian teaching, they say. And yet these same educators have in their teaching force as instructors and as colleagues men who delight in reflecting on the Church and dilating upon the conflicts between religion and

science. Christian education is more than a Christian teaching. True there must be Christian teachers—all of them, not one or two or even a majority, but every one of them. But it is also a resultant of the atmosphere surrounding an institution. If that atmosphere is religious, spiritual, with never a slur at the Church or the faith it stands for, but with positive insistence upon the value and worth and impregnability of it, the character developed under normal conditions will be rich in Christian graces and dedicated to the service of man and God. At Elon the religious privileges provocative of such an atmosphere are unexcelled. There is compulsory daily chapel service, and on Sunday all must attend Sunday-school and Church. On Saturday evenings the Y. M. C. A. meets; on Sunday afternoon the Y. W. C. A.; and on Sunday evening the Christian Endeavor Society. In these organizations the students are given practical and efficient training for Christian service and the lines of character firmly knit and dedicated to the causes of the religious life. The atmosphere at Elon is tense with spirituality and Christian fellowship, but is free from any tinge of sectarianism. Loyalty to Christ and His kingdom, not to any sect or denomination—that is the spirit actuating students, villagers, and faculty alike.

RELIGION OR IRRELIGION.

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There is no midway ground. Education must be had where religion is emphasized or irreligion.

It has come to such a pass in the public school system of many of our states, that the Christian Bible cannot in them be read or commented upon. This however is not so bad, since our children spend the out-of-school hours in our homes and can be directed rightly respecting the vital concerns of life by religious parents. But not so when they go to College or Preparatory or Special Schools away from home. Then the fatal effects of irreligion in the school are immediately felt, for there are no restraining, corrective home influences to counteract the free-thought and license of the school room and lecture hall. Parents must choose an institution vitalized by a religious atmosphere or one laden with deadly, character-sapping irreligion. Between the horns of this dilemma there is no middle course. Which shall it be—which is better? Our experience has given us very decided convictions touching this matter and our conclusion is for the College under the direct influence of the Christian religion, because it stands for the best and noblest type of manhood and womanhood, offering nothing to retard their growth and virility and everything consonant with human experience to cause them to ripen and bear fruit, fruit that endures.

THE ELON SPIRIT.

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Visitors to the College are impressed forcibly by what they are pleased to call "the Elon Spirit." That there is such spirit, descending year by year with subtle influence, strong and mastering and

moulding, there can be no doubt on the part of even the casual observer. No one can fail to feel it and no student capable of the larger vision of life a College ought to give can long live under its impelling influence without imbibing it. It is the spirit of fair play, of decency in all things, of moderation and temperance, of mutual helpfulness and human brotherliness, of equality and fraternity and manliness and womanly gracefulness, of emulation in right doing, of respect for the rights and attention to the obligations of College mates, of deep and vital piety, of consecrated religious and Christian character. There is a lack of rowdyism, of boisterousness, of bullying, of hazing and all forms of fun-making at the expense of another. Elon students and faculty, obedient to the institution's spirit, are as one great family. Such an atmosphere, pulsing with such a spirit, would seem to be an ideal condition for the unfolding of young life and the budding into fruition of womanhood and manhood of the highest type.

LIFE AT ELON.

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The life of a College, as of every other place, is the product of its spirit. This is notably so of the life at Elon College. The delightful location of the College, in the famous hill country of Western North Carolina, makes it a desirable seat for an institution of learning. The buildings are ample, modern, home-like. The grounds are peculiarly charming in their native simplicity and beauty.

The climate is mild, the water pure and invigorating, the healthfulness unsurpassed. Given these advantages and the spirit that controls the actions and relations of faculty and students towards each other, and the only kind of life to be expected would be one of simple earnestness and buoyant hope. Students of former days look back to their days of preparation here as not only a preparation for life, but as in a very real sense life itself. With all the advantages of city life as to equipment, convenience, and accessibility and with none of its distractions and allurements, and with consecrated and learned instructors, in a community famous for its beauty and healthfulness, with a spirit such as inspires and moulds character of the noblest type, surely life under these conditions must be at its best—and it is. One needs only to be a student or resident here to wish ever after to make this place one's permanent habitation.

THE KIND OF STUDENTS DESIRED.

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We wish only students inspired with such a spirit or capable of being inspired with it and so able to enter into and appreciate such a life. No toughs or rowdies will be accepted, if they are known; they will not be allowed to remain, if they come. We cannot undertake to become a reformatory prison. When persons needing to be in such institutions apply here for admission, they are refused, if we know them to be such; if

they register and do not enter into the spirit and life of the College, their parents are asked to remove them quietly, both in our interest and their own. No hazing is allowed nor will it be tolerated. The students themselves would rebel against such a barbarous practice, so inconsistent is that relic of barbarity with the animating and controlling spirit of the College. But to young persons of either sex, inspired with a high ideal of life, full of promise, thrilled with hope and with their eyes to the future, Elon extends the open hand and the warm welcome. We need them; they need us; we can be of mutual advantage to each other. No such young person has ever been refused admittance here nor denied the full privileges of the College, and no one, however poor, ever will be. Such young persons are to be the leaders of the next generation and we are anxious to help them to their destined place of leadership.

WHAT WE DO FOR THEM.

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We give them thorough instruction under competent professors, representing the highest type of scholarship of to-day.

We give them an insight into the past of the world's history and achievement, that they may be able to understand the present and forecast the future.

We provide them with culture in its largest and best sense—"knowledge" as Matthew Arnold said, "of the noblest and the best that has been thought and done."

We discipline their mind that they may have intellectual acumen, sane judgment, balanced grasp of circumstances and conditions.

We offer them proper care for the physical man; in the physical culture for young women, and under the Athletic Director for young men, for we firmly believe that a sound body is essential to a sound mind.

We also strive to enrich their spirit as their mind unfolds and their body develops, and this we rightly esteem our largest and most valuable contribution towards their ultimate success in life—our anxiety being to fashion their character after the Christian standard and inspire noble ideals.

SPECIAL ADVANTAGES.

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The College affords its pupils many special advantages which are peculiarly helpful and beneficial. Among them we enumerate the following:

READING ROOM AND LIBRARY.

Here will be found all the leading magazines and newspapers and a large and growing collection of the best books of the ages. The Reading Room and Library are open from 10 A. M. to 5 P. M. daily and are prominent among the great influences of the College making for character and scholarly habits.

LITERARY SOCIETIES.

Too much cannot be said of the value of public speech. The man who can control the will of

the multitude and compel them to action—he is the master man. Literary Societies contribute powerfully to this end. There are three such Societies in the College, the Psiphelian for young ladies, and the Philologian and Clio for young men. There are no better literary societies anywhere than these and their influence is felt wherever Elon is known in the type of oratory and leadership they develop.

ATHLETICS.

The College is not wild or raving over Athletics, neither does it undervalue the real worth of Athletics in the symmetrical development of life and character. Baseball, basket-ball, tennis, track games, are encouraged under the Athletic Director. The aim is not to win at any price, but to play clean games. All positions in all Athletic events are assigned to the most expert after competitive playing under the Athletic Director.

No ringers or professionals are allowed and no man can represent Elon in any athletic capacity who receives any consideration directly or indirectly by reason of his skill or efficiency as a player.

RELIGIOUS PRIVILEGES AND OPPORTUNITIES.

Daily Chapel service and Sunday-school and preaching on Sunday are compulsory. The Y. M. C. A., the Y. W. C. A., and the Christian Endeavor Society maintain strong, helpful, vigorous organizations in the College—organizations powerful in their influence on College life and marked in their rich contributions to the growth and development of character.

DRAMATIC ASSOCIATION.

Those of dramatic talent regularly organize themselves into the Elon College Dramatic Association. In this way they develop their gifts and enrich the life of the College by their public performances. The head of the Department of Expression has charge of this feature.

JOURNALISTIC ADVANTAGES.

The Elon College Weekly, published during every week of the College year, is edited by students chosen by the corporation owning the Weekly Stock, and for its columns any student may submit items of interest, or extended articles, subject, of course, to approval of the Board of Editors. This furnishes excellent training in a journalistic way and makes the Weekly correctly represent College life and spirit.

HEALTHFULNESS.

Elon, situated in the hill country of the Old North State, 1,000 feet elevation, with a climate free from extremes, with pure water, is far-famed for its healthfulness. The College authorities have steadily to refuse to allow the dormitories to be used in the summer months as a health resort.

LECTURES.

Public lectures are given by members of the faculty along the lines of their investigations in their respective departments and by lecturers of established ability from the outside. Rev. J. J. Summerbell, D. D., LL. D., Dayton, Ohio, Rev.

Frank S. Child, D. D., LL. D., Fairfield, Conn., and Prof. Martin Summerbell, Ph. D., D. D., LL. D., Lakemont, N. Y., are expected each to deliver a course of lectures during the coming year. These lectures will deal with matters of history, literature, and social science.

SPECIAL DEPARTMENTS.

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The following special departments, all of them maintaining a high degree of proficiency, are connected with the College and under its control:

GRADUATE.

Resident or non-resident, open to those who have taken their Bachelor's Degree here or elsewhere. No tuition is charged, but matriculation fees are paid. Three last year received the M. A. degree in this department and sixteen were enrolled in it. The department is rapidly increasing in favor and bids fair to be of great service to the College Alumni, for whom it is especially designed.

MUSIC.

Piano, Voice, Pipe Organ, Violin, Brass Instruments, Harmony, under graduates of the New England Conservatory and special students under the greatest music teachers of Germany, France, and Italy.

ART.

Oil Painting, Water Colors, Pastel, Crayon, China Painting, Public School Drawing, under an instructor who was for three years a graduate

student of the famous Corcoran Art School, Washington, D. C.

EXPRESSION.

Public Speaking, Elocution, Phyical Culture, Class instruction in Elocution, under a special pupil of Leland Powers as instructor.

NORMAL.

Pedagogy, Public School Law, School Management, History of Education, under the Professors of Pedagogy and Philosophy, from the University of Nashville and Johns Hopkins respectively.

In addition to the two-year course leading to Teacher's Certificate and the three year course leading to the L. I. degree, a two month Special Normal Term is given every year in April and May, for particulars of which apply for the Catalogue Number or the Special Normal Term Number of the Bulletin. No tuition is charged for this Special Normal Term.

COMMERCIAL.

Banking, Expert Accounting, Commercial Law, Business Practice, Book-keeping, Shorthand, Typewriting, an ideal business course combining education, culture, and special training. Instruction in this department is individual, and the course is completed in from five to ten months, according to individual application. To students in the literary department, tuition in this department is free. All others are charged at the rate of fifty dollars per session of ten months. An Elon certificate in this department is a sure guarantee of efficiency and of steady and profitable employ-

ment. We cannot supply the demand for our men and women who have taken their business course here.

PREPARATORY.

This department commends itself strongly to two classes of young people. Many of them are well trained for advanced classes, except in one or two studies. To these this department offers advantages superior to the coaching system under students of little experience and too busy with their own studies to give special attention to teaching. Here such students are not under coachers, but are taught by the regular professors. Many advantages follow; the student receives more and better instruction; his foundation work is so well done that he obtains much larger benefits from the higher classes; fifty minutes are given to each recitation; his instructors are men of proven ability as teachers, representing the best culture of our leading institutions.

Not a few wish to attend school away from home, because there is not a good preparatory school convenient, or that they may have the stimulus of a more varied and real student life, knowing that association in the literary societies, religious organizations, daily contact with those of broader scholarship, larger views, maturer habits, gives a refinement of manners, a grace of speech, a largeness of purpose, and a strength of character which promise a life of greater usefulness and of richer success.

The course is so arranged that those entering for a year or two only may advance into the

regular College classes with no abrupt break in their work and without loss of time and money incident to changing schools and text-books. Thorough training and association with students of high ideals and cultivated taste inspire many with a stronger desire for knowledge and culture. For this reason a large number go from the Preparatory Department into the College classes or go out fitted for the practical business of life.

Students in this department will be required to take Penmanship, unless excused by the Faculty. A system of rapid writing is taught, including the study of forms, movements, and analysis. Numerous exercises are given, and both plain and ornamental penmanship taught.

WHEN THE CRISIS COMES.

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Under normal conditions a boy or girl ought to complete the high school course before going off to school. But at times there comes a crisis—an abnormal condition, which demands careful analysis or results in dire calamity educationally.

One of these crises is accustomed to grow out of the very nature of the local school. There is no denying the fact that the high school is designed for the average boy, and that its pace is not quickened to keep step with the growing mental alacrity of the youth as he advances from primary to grammar school, and then to high school standing. The bright pupil gets impatient at his slow progress and quits school. What he needs is the opportunity of a quicker pace, and to get this he

must seek other educational environment, where individual aptitude is studied and provided for and a quicker pace maintained.

A second crisis arises when the boy is prohibited by disease or accident from taking his examinations or fails on one or two studies. The high school curriculum is so arranged that he must review all the previous year's work—mark time for a year practically. To the sensitive soul of childhood this is real torture, because the youth's mind craves variety and his associates taunt him with dullness and laziness. I know no living torment more unendurable than this for the pulsing, expanding, buoyant, progressive spirit of childhood. The child who has to endure this loses interest in his work and confidence in himself, and so continues his course under serious disadvantage, or, if he has his way, goes to work with a dwarfed mind. A change of educational environment, where he will be given full credit for what he has passed on and a chance to advance as rapidly as possible will usually restore his self-confidence and renew his drooping interest and enlarge his mental horizon and so his chances of success in life.

To the exceptionally brilliant, to the plodding, to the victims of sickness or accident, as well as of the distractions and allurements of city life, in our great and commendable public school system, therefore, a change of educational atmosphere and opportunity often tides over a crisis, threatening their future and blasting their hopes.

To any or all of these classes, as well as to those not convenient to high schools or desiring for

change of climate or other reasons to attend a good preparatory school away from home, the Preparatory Department of Elon College offers exceptional advantages under most competent instructors, representing the best in American scholastic training.

EXPENSES.

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The expenses at Elon are very reasonable as will be seen from the following data:—

Literary Tuition	$50.00
Piano	40.00
Voice	40.00
Piano and Voice	70.00
Harmony	10.00
Art	40.00
Elocution	40.00
Class Instruction in Elocution	10.00
Tuition in Commercial Department	50.00
Any two $40 Departmental Studies	70.00
Matriculation and Library Fees	12.00
Board and room, with heat and lights	from $70.00 to $125.00

Text-books and Laundry will cost no more here than elsewhere and perhaps less than in most places, about $10.00 per year for each being a fair average.

Expenses Payable as Follows:

Tuition.

Literary and Commercial Courses:

Sept. 6	$11.25
Nov. 1	11.25

Jan. 3	13.75
Mar. 20	13.75
Total	$50.00

Departmental Courses: Piano, Voice, Art, or Elocution:

Sept. 6	$ 9.00
Nov. 1	9.00
Jan. 3	11.00
Mar. 20	11.00
Total	$40.00

Any Two $40 Departmental Courses:

Sept. 6	$16.00
Nov. 1	16.00
Jan. 3	19.00
Mar. 20	19.00
Total	$70.00

Matriculation and Library Fees:

Sept. 6	$ 6.00
Jan. 3	6.00
Total	$12.00

Board in the College Boarding Department:

Sept. 6	$13.25
Oct. 3	13.25
Nov. 1	13.25
Dec. 1	13.25
Jan. 3	12.00
Jan. 28	12.00
Feb. 24	12.00
Mar. 20	12.00
Apr. 16	12.00
May 12	12.00
Total	$125.00

Sundry Items Respecting Expense.

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Those young men rooming in the village, but taking their meals at the West Dormitory, deduct $3.00 from each installment as detailed above. Those having corner or end rooms will pay twenty-five cents additional per installment. Those rooming alone will be charged double room-rent, but there are only two to the room. Students remaining over for the Christmas holidays will be charged $3.00 extra. Board in clubs and private boarding houses may be obtained anywhere from $70.00 to $125.00, according to accommodations and cuisine and while the College is glad to help and encourage these boarding houses in every way, it is not financially connected with them. These boarding houses divide their payments into ten equal installments and require payment per installment in advance. Elon is very fortunate in the high character and excellency of her club and private boarding facilities. The President will arrange a private boarding house for any one desiring it.

From this statement of expenses it will be seen that Elon furnishes instruction in the literary or commercial courses, together with room, heat, light, board, and College fees, for from $132.00 to $187.00 per session of ten school months. The length of the term should be considered when these prices are being compared with institutions of shorter session, some of which seem to be charging at a lesser rate, but which upon investigation

and comparison will be found to be charging at a higher rate.

Those students who take Laboratory Work in any of the Natural Sciences pay a Laboratory Fee of six dollars per year. Ten dollars per year is charged for use of typewriter in the Commercial Department. Five dollars per period per year is charged for extra practice periods in piano or voice. Band Music, to those not playing in the Band, is forty dollars per year; to first-year members of the Band, the charge is ten dollars per year. After the first year no charge is made for Band Music to members of the Band. Minor children of ministers are given free tuition in the literary department. Ministerial students are admitted to the literary department on their individual note, which notes will be cancelled when they become active pastors; otherwise these notes are payable and collectible.

A deposit of two dollars is charged all young men rooming in the East Dormitory. This fee will be returned at the end of the year, with deductions for damage done the furnishings of the room beyond ordinary wear with good use.

Young ladies pay 25 cents for key and young men 50 cents. This money is refunded when the key is returned.

Young men who room in the East Dormitory must take their meals in the College Dining Hall.

ADMISSION.

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Students are admitted upon examination or certificate. While it is not required that the application blanks be filled out and returned to the President before the student arrives on the hill, it is much better that it be done. When these applications are received, the President issues the applicant a "Certificate of Admission," showing what class or department he is allowed to enter and stating whether or not examination is to be required in his case. These application blanks will be readily supplied any person desiring them.

SELF-HELP AT ELON.

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Self-help is the very best sort of help, and yields the largest returns. It is easy to see why this is so. The man who helps himself knows what the help costs and is in position to appreciate fully the opportunities the help affords. He is at least more likely to make wise use of every opportunity supplied by his own effort and at his own expense, than the man whose opportunities of advancement are due to the generous provision of others.

Elon has always encouraged its tudents to help themselves, not only in the preparation of lessons for the class-room, but also in paying their necessary expenses. And while the village is small

and practically devoid of industrial establishments, yet the number of students who pay their own way by work at off-hours has always been reasonably large and has steadily increased.

The first student to matriculate, now a merchant of large holdings and a financier of note, paid his expenses through the College by dint of his own efforts and the exercise of rigid economy. The lessons he learned as a student in making every penny do its ten mills of work has stood him in good stead in his remarkably successful business career.

Year before last a certain young man paid all his necessary expenses in the College and saved about $16 in money from his work. Last year this same young man did equally as well. As I travel from community to community I meet with numbers of old students, some of them Alumni, who recount with pleasure with how insignificant sums of money, varying from fifty cents to a few dollars, they entered the College, and how the way, though dark, opened up before them, and how they would not have had it otherwise.

All these men and women are achieving success in their various vocations, and they rightly attribute their advancement and progress to the excellent discipline and thoughtful economy necessitated by their working their way through College.

Last year nine young ladies paid half their board by work in the College Dining Hall, and at least ten young men earned practically all their way, while many others earned considerable in that direction. The surprising part is that these pupils,

almost without exception, take high rank in their scholarship. It is also gratifying to the College authorities that those who thus contribute to their own expenses and to making possible a College career for themselves, are received as equals in every way by their fellow-students. I hope the day will never come when Elon students will consider work degrading or regard those who necessarily have to do it as inferiors socially or in any other way. That day is certainly not yet.

We have never known a determined man or woman, however poor in this world's goods, to come to Elon for an education and fail to get it. We are always ready to give any assistance possible to young men and young women who are ambitious to help themselves to that priceless boon—a College education. And no young man of promise or young woman of vision need go through life intellectually lame or maimed or blind, while Elon College is able in any way to assist them with the opportunity to self-help.

A CONTRAST--WHICH?

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Have you ever seen two young men or young women in the same community or in the same home, of equal ability and opportunity, to both of whom the privilege of going to College was offered? Did you ever see one of these accept the opportunity with avidity and the other refuse it after considering the sweet home-joys the decision to accept would mean to deny himself of? Have

you watched the course of their lives during the succeeding years,—how they drifted farther and farther apart? I know you have seen this happen many times. The decision to lead a narrow, contracted life or a wider, completer life—that is it. Is there a young person reading these lines to whom this choice has now come, in whose hands the decision of this great matter now rests? I am persuaded that there are many such. To all of them this writer trusts the impulse for the larger, wider, completer life will become the mastering passion of life. Elon is anxious to help you, young friend, to a larger, fuller, broader, brighter life, if you will only give her the chance. To this end correspondence is invited.

For information along any line of the College life and activity or for any of the College Bulletins free, Address

PRESIDENT W. A. HARPER,
Elon College, N. C.

☞*Fall Term of Twenty-second Annual Session opens September 6th. Students should arrive on September 5th.*

[illegible] VOLUME VII, NO. 2

AUGUST, 1911

BULLETIN OF ELON COLLEGE

ELON COLLEGE, N. C.

1911 OPENING

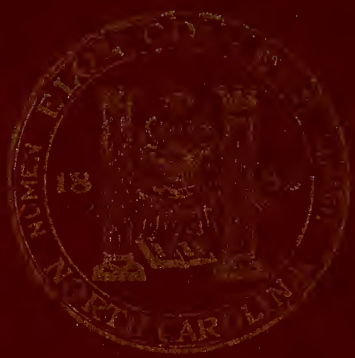
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The New Seal of the College, designed by
Dr. W. C. Vilder, of the Chair of
Mathematics and Philosophy
and adopted by the Board
of Trustees in June,
1911.

BULLETIN OF
ELON COLLEGE
ELON COLLEGE, N. C.

NEW SERIES. AUGUST, 1911 VOL. VII. NO. 3.

High Words of Praise for Elon and Its Work from a Distinguished Educator and Minister.

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There is no better advertisement of a College than the young men and women trained there who take part in the public meetings of the Church. There is not only a marked degree of improvement in the literary matter in essay and speech, but there is a genuine spiritual tone that is really inspiring when College graduates turn their attention to the work of the Lord. I think it may be safely asserted that Elon College turns out as complete a type of educated young people as any institution in the land. The scholarship is simple and classic, the manner is refined and modest, and the ideals seem to be optimistic and religious. Many schools do their work in the domain of letters and the professions and overlook the elementary and character requisites. The least observation reveals the fact that Elon College is producing a great change in the Sunday-school and Church life of its students and graduates.

Yours truly,
W. W. Staley.

CO-EDUCATION--THE OUTLOOK.

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Let no one suppose that this article is offered as a defense of co-education. Co-education needs no defense, at no place in the world, and certainly not in the United States. In our public and high schools nineteen to one is the ratio for co-education as against unilateral education. If we omit the Colleges of New York and Massachusetts, we get practically the same ratio for College students. A system of education that is as nearly universal as these facts indicate co-education to be certainly does not call for defense or apology.

Nor let any one suppose that the purpose of this article is to show that all Colleges for men or women exclusively should be forthwith abolished or made co-educational, because the great majority of our people seem to prefer the co-educational kind of education. There are types of men and women perhaps who would not do well in co-educational institutions or who are firmly of the opinion that they would not. These persons are entitled to the kind of education their opinions and convictions lead them to prefer. Such institutions may be regarded in the light of experiment stations along the educational highway or as centers of wholesome criticism to keep the majority sort of educational institution from going too far a-field in its actions and standards. I am persuaded that these unisexual Colleges now operating in the United States are serving a good end, but I am also fully persuaded that their kind will not increase in this country, that it is even now on the decrease.

The proposal to make the University of Virginia, in some way, co-educational is being very much discussed now. The time-honored old institution may not now admit women or establish a College for women to co-operate with itself, but it will eventually very likely do so. It was a long time before the traditions of the institution would allow it to lay aside its dread of the one-man power and install a president. After long debate and careful discussion, the president came. I do not expect co-education to come at the institution Jefferson founded and regarded as one of his greatest achievements this year nor next, but I do expect that it will eventually come, in some form. For co-education is in the times and the University of Virginia has always kept itself responsive to the will of the people. The very men who as students at Charlottesville now are opposing so strenuously the co-educational idea for themselves will very likely send their daughters there to be educated or will be allowed to do so, if they desire.

The outlook for co-education is very bright and the reasons therefor are easy to find. First, it is the natural way to educate. Boys and girls are born in the home together and must live together all their lives. Why therefore should they be separated in their education? Ought we not to have Churches for each sex as much so as Colleges? And certainly they should not attend the same Sunday-school or prayer-meeting, if they are not fitted to be educated together. There would never have been a co-educational question, if men had not somehow got it in to their heads as a relic of

savagery and barbarism that women were inferior to themselves. If we read the discussions in respect to co-education in the days when Oberlin, which was the first College to admit men and women (1833), and Antioch, which was the first College (1853) to admit men and women on equal terms, were launched, we find that the chief argument brought against it was that higher education would wreck the health and destroy the mind of the woman. No self-respecting educator would advance that argument to-day. Now the argument is that the type of mind peculiar to women is different from that peculiar to men and so they cannot be educated together successfully. Prof. Dewey, of the Columbia faculty, one of the leading authorities on Pedagogy in this country, thinks there is absolutely no foundation for this theory, and the theory certainly ought to prove itself before it is entitled to respect, in view of the large success that co-education has attained in this and other lands. There seem to be no studies peculiarly adapted to feminine or masculine minds. If there were, the elective system of modern education would certainly bring out the facts, but we have yet to find an institution in which these facts have been brought to light. Until they are, we shall continue to believe that, as boy and girls have come into the world together and must live in societal relations all their days, they should be educated together, that co-education is natural education spelled short.

In the second place the moral tone of a co-educational institution is much higher than that of a unisexual school. The scandals that were former-

ly predicted as the natural out-cropping of co-education have never bodied themselves forth in tangible form. Fewer scandals occur in co-educational institutions than occur in the homes of the same social standing as those from which the "Co-eds" come. Recurring to the agitation in regard to the introduction of co-education at the University of Virginia, we notice that one argument against it is, that the moral tone of the fellows would keep away the very class of young ladies most needed. What has actually taken place in other institutions seems to show that for this very reason, that the moral tone is low, the University of Virginia needs co-education. For it is universally true that the presence of women on a College campus where men also are found as students tends wonderfully to tone the fellows up. Co-education certainly helps to moral uplift and development.

Lastly, co-education has a most wholesome effect on manners. The men of co-educational institutions are not so coarse and boisterous and rowdy nor are the women in such institutions so giddy, silly, and effervescent. Co-education seems to knock off the rough edges of the manners of both men and women and not to accentuate them as do unisexual institutions. The girl who has been educated in a co-educational institution has the ability to distinguish between the real worth of manhood and the social veneer which the girl educated in the woman's College often accepts as the genuine evidence of depth of masculine character. The same is true of men educated in co-educational institutions. They

are able to form a correct estimate of the women they meet and can distinguish real womanhood from superficial and forced sociability.

For these reasons the outlook for co-education is very bright. The co-educational institutions hold the key to the educational situation in this country and they are likely to hold it for a long time to come.

The True Greatness of a College.

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What makes a College great? Is it its endowment mounting up into the millions? Is it its magnificent modern equipment in buildings, laboratories, libraries, representing the investment of other millions? Is it in the thousands of its students; in the power, prestige, and reputation of its Board of Trustees; in the scholarship and learning of its professors? No; not primarily.

It is true beyond doubt or question that vast endowment, elegant equipment, influential trustees, scholarly professors, large enrollment of students are contributory causes to an institution's greatness; but it is equally true to all who think sanely that these are not its real greatness—that an institution may have all these and yet not be great. These are the fine clothes, so to speak, of a College—but fine clothes may cover a knave as well as a gentleman.

What, then, is the secret of the true greatness of a College? It is the character of its teachers—the moral and religious atmosphere they create and with which they surround their pupils and

incarnate the buildings and other equipment of the institution in which they live, labor, and work. Character is the greatest force in the world in the individual man. A man of character is the noblest workmanship of God. Also is this true of nations and of the institutions by which men are equipped for the national life, among which institutions Colleges have taken and must ever take a high rank. The character of the professors in an institution of learning and culture, is, therefore, far more important than these other matters. Great teachers, great in character as well as in learning, lore, and scholarship—these are they which make a College great.

In this connection a great and distinguished College president has recently had this to say:

"Let me say in this connection that men, men who can teach undergraduates and inspire young men with aspirations and desire to overcome, are still worth more than modern equipments. Some of the best teaching in undergraduate Physics which I have ever seen was done on a less than fifty dollar appropriation by young men who succeeded in impressing their students with the fact that the man must be the master of his materials enough to make his own equipments up to a certain point. Do not let us, therefore, get the impression that the contemporary College is so much a matter of machinery as it is a place of teaching power, in which the individual instructor is, above all, the essential of the equipment."

Let no one understand that we are decrying modern equipment—for we are not. Colleges

must have equipment and it must be modern and generous, but it is a hundred-fold more important that they have teachers, not only who are scholarly and learned, but also who are men of noble character and capable through their teaching of inspiring their pupils with a love for and an impulse to the same. This is the thing we have always striven for at Elon beyond all others. And while we are proud of our fine buildings and their modern equipment, we are prouder still of the reputation the College enjoys, of having a faculty strong and Christian in character and capable of inspiring the students in the same direction. It is this that gives Elon its subtle power, that makes its present secure, that renders its future hopeful and full of promise.

Elon and Her Service.

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Prof. W. P. Lawrence, of the Chair of English, who is teaching English in the Summer School of Wooster University, Wooster, Ohio has this to say of Elon and her service in a recent issue of the Christian Sun: "Institutions, like individuals, keep the spirit, the nature, with which they are born. This is the reason why you cannot have a change of government in a nation without a revolution most likely, and at least, not without a change of officials. The spirit of freedom with which the American independent government was born is likely to be found here as long as we have a government. About the oldest Universities lingers the same spirit which was there when they

were young and struggling Colleges. In every old man you meet is the same spirit that was his controlling power in youth. It is by this identity of spirit that we know in adult life and even in age that we are the same person that we were in childhood.

"This fact of continuity of the same spirit through the life of institutions is of interest when thought of in connection with Elon College. This College was born with the spirit of faith as a ruling force in its life, and no administration, though, in years to come, millions may be added by a single president to equipment and endowment, will ever be able to put more into the vital character of Elon than the spirit of faith which was engendered of its first president.

"Now, the wholesome effect of a College so constituted as to its spirit is sure to be tremendous on its pupils. There is no mistaking this fact in regard to Elon. The institution has always been rich in its teaching and character-building power. There are abundant evidences of this fact, though there may be some who would claim that it has been known to injure, if not ruin, more than one youth. Such persons should consider that in spite of the wonderful and universal efficacy of the blood of the Christ, many persons in Christian lands are drawn down by sin as with a cart rope. And Elon College cannot make noble those who are bent on the ignoble and vicious. Such persons, besides bringing disappointment to relatives and friends, also bring reproach upon the College, and are not desired as students.

"With a personal knowledge of a number of educational institutions, and with otherwise acquired knowledge of many others, I feel Elon, by comparison, to be one of the best institutions for pure, sane College training and moral culture to be found by parents seeking a College for their sons and daughters.

"The College, in keeping with its own character, desires students of large faith, or capable of it. It wants young men and young women of diligent inclinations and loftiness of aim, loftiness in the sense of thorough scholarship and honesty. It is fully capable of helping young persons of such qualities of mind and spirit to the realization of their best and noblest selves."

Specialization Gone to Seed.

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One of the dominant notes of our modern life, industrial, spiritual, as well as educational, is specialization, getting ready to do one special thing. Specialization is all right in its place and with due regard to timeliness, but out of its place and time, it does serious harm—it cripples, narrows, prejudices men. To begin to specialize in the nursery or kindergarten is to put the roof on the house before the foundation is laid and the walls erected. The Jack-at-all-trades is proverbially good at none. It is equally true, if not so proverbial, that he who knows only one thing cannot know it well, does not see things in their proper relations and proportions. The narrow specialist is a one-eyed man. He cannot see so

well as the man with two eyes nor so clearly. His sense of perspective is gone. The narrow specialist cannot see the forest for the trees nor the rose for its petals. It is dangerous to life, disposition, and character as well as disastrous to enduring success to become so absorbed in our vocational duties, our single line of work, that we have no interest or concern in other things. It takes a broad man to live the complete life.

All this applies with peculiar force to the days of study and preparation for life—to our school and College days. The materialism of our day has given us the elective system in our Colleges and has crowded it down into the high schools and even into the grammar and primary grades. The result of this narrowing tendency in our education must necessarily be the narrowing of the spirit of the men and women who are the victims of it and their dissatisfaction with life and its privileges and opportunities. I am not surprised that suicide is on the increase—because the narrowness of men's lives and the paucity of their interests is such that, when temporary failure comes, they have no other source of work or interest to flow to and so must rid themselves of the dismal grind and disaster of living. Education ought to touch life and knowledge at every point; it ought to produce a well rounded man. According to an old adage—an educated man should know something about every thing and everything about some one thing. We have been putting the emphasis of late years on the latter part of this adage —been trying to learn every thing about some one thing—but neglecting the equally important

first part of it—the knowing of something about everything. A College education brings a man into contact with life and learning and literature in every department, and so broadens and sweetens life and at the same time lays a broad and secure foundation. When this is done we are ready for specialization—for mastering our one thing well. The technical school, where engineering and the practical trades are taught; the professional school where law, medicine, dentistry, and so forth are covered; the special school where a normal or commercial training is given—these should all therefore come after the College education is completed and not before or in place of it. To substitute them for the College education, the foundational, broadening, liberalizing education, is to cripple the life and cast its possibilities of achievement in a small mould. I am glad to see the thoughtful young persons of to-day appreciating this fact and to note a growing tendency on their part to postpone their technical, professional, or special training until they have had at least a year or two, if not a full four years' course, in College. I am glad also to learn that the great Universities such as Yale and Harvard are requiring all candidates for professional degrees to have graduated from College. In the same connection the Virginia authorities are entirely right in their requirement that after 1914 all dentists must first take the regular medical course and then the special dental course.

Experience has taught us individually and as institutions that specialization has been tending to go to seed in the past generation in this country

and that a due regard to the ultimate ends of both education and success in life requires a broad educational foundation before the super-structure is raised—and this foundation work can be done nowhere except in the College. This does not mean that all the tendency of specialization to go to seed will forth-with cease, but that the wise will at once discontinue it and the less wise will suffer because of their lack of wisdom, foresight, and just appreciation of the value of real, enduring foundational work. Some of our crop will, of course, continue to go to seed, but we shall cease to allow the most or even a large portion of it thus to waste and spend itself. The College has a distinct work in our educational system and must ever be sought by the men and women who expect to reach the top in their life work, whatever it may be.

The Time Element in Education.

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The objection to taking a College course on the part of a great many young persons is the time it takes. This is a strenuous age in which we live. We are accustomed to electricity, the automobile, the flying machine. We like to do things in a hurry. We are impatient at anything which exacts much in the way of time, and so we want our education in a whirlwind. The trouble with this impatience is that it reasons with a false analogy. All the marvel of modern industrial and material progress have been wrought with spacial and temporal elements—have issued in increasing

time and decreasing space or vice versa. But when we come to education, we find different working material. Here we deal not with spacial or temporal materials, but with mental and spiritual and eternal things. And just as with all his skill man has not learned to produce a crop in less than the time already set by nature as needful for each species of vegetable life, just so he has not been able to shorten the time necessary for the unfolding, developing, and ripening of the mental powers—which is just another way to say the time necessary for education of the kind worth while. It is just as long now from infancy to manhood as it used to be before the days of rapid transportation and the electrical achievements of modern life in many realms. We young people sometimes get impatient that the days of our majority are so slow in arriving, but that does not hurry matters up at all. We may get impatient at the stately stride of our mental development, but that will not shorten the time necessary to attain it. Education requires time, if it is worth having. The kind that does its work in six months is a farce, not worth having; it produces saplings, not oaks, in the intellectual realm. One summer will produce a sapling; it takes the storms and varying seasons of many recurring years to produce the giant, wide-arching oak, the king of the forest. Let the youth, ambitious, buoyant, anxious for education and the position of embryonic leadership it forebodes, but impatient at the time and the expenses involved in its getting, let him I say decide whether he is to be an oak or a sapling in life—and let him go right

on working for his College education, knowing that all good things require time and money, and that the best of all the good things of life is the masterful, liberal, soul-expanding grasp of life, living, and the world which only a thorough College education can give. Let him remember also, that, however poor he may be, in this world's goods, he can have this education if he only wishes it. Where there is a will there is a way and we will be glad to prove this to him at Elon College.

There are Schools and Schools.

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Education began with the human family and has continued to this year of grace. Many false ideas respecting it have had their season of triumph and hour of defeat. Yet not every such false notion has even in our enlightened era received its death-dealing stab. But until the day of their doom has arrived many innocent and helpless ones undeservedly suffer.

Many intelligent persons, successful in the material world, are afflicted with the false notion that one school is as good as another and that the school does not make so much difference, provided the pupil will apply himself. These persons rarely send their children to any school except the neighboring public school. I have known parents to keep their children in the public school year after year, studying the same text-books, in the highest class in the school, blinded by this

false notion. When asked to send their children elsewhere to a higher school, the reply is ever, "A school is a school; why should I spend money when I have a good school at my door almost, where tuition is free?" Others of this class will send their children off to a boarding school, but will select the cheapest to be found, alleging that "A school is a school." They will forget that cheap things are cheap. Such persons need an enlarged vision. Give them a new vision and all will be well, for there is a sense in which "A school is not a school."

Men and Women Both Need Education.

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The equality of woman with man is a doctrine numbering millions as its advocates. Few men will to-day honestly question it; many of them would rather urge her superiority in the finer elements of life and character. Yet there are many, who, while they accept the general idea, make a few reservations, and one of these is relative to her right to equal educational advantages and facilities with man. Many fathers will send their sons to College, but their daughters to the kitchen, and think they are doing their full duty. They think a woman needs to know how to cook, launder, sew, house-keep, and rear children. They do not conceive that education will help her to do these things any better, and so they deny her education.

These men need vision in two directions. They need an enlarging view of womanhood, wifehood,

and motherhood on the one hand and a clearer conception of education's value on the other. They need to realize that the bread-and-butter theory of education is exploded—that education is worth far more to a woman than the monetary value of her services as a teacher or stenographer. They need to realize that trained mental powers will produce as startling results in modern homes as they have in modern business life—that an educated woman means an educated family, while an educated man is but a single individual. Educate a woman and the next generation will give evidence of it; educate a man and the effect ceases in the human form with him unless he be an educator. Every wife is an educator. An educated man marks the end of education; an educated wife the beginning of it. If, in spite of this, education pays for men, what conclusion must be drawn in reference to its value for women?

Men and women should both be educated, but if only one, the woman, if you keep your eye on improving the race. The wife and mother sets the family standard. She can keep her husband and children down; he cannot lift them up. You will never improve the American home save by an educated motherhood. Strange that reformers have not learned this elementary truism.

Education Fits for Hard Work.

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Some parents think they should educate their children that they may have an easy place in life.

Away with such nonsene! Education, a charity! Education, a producer of pauperism! You will never make your child a pauper by being charitable enough to him to give him the opportunity of doing, from sixteen to twenty years, as hard work as he will ever be called upon to do, namely to educate himself. Education is work, hard work. There is nothing easy about it. Plowing is easy compared with going to school. Drawing water and chopping wood is play compared with reading Cicero and solving problems in higher Mathematics. The hardest work for young Abe Lincoln was not to split rails, but to study by his pine-knot light. Education is not play, if some of the kindergarteners would have us think so. They who think that it can be had by play, have it not themselves, and the sad part of it is that they do not know it.

If education is hard in the getting, it is harder still in the living. An educated man is a superior man in the eyes of his fellows. They look to him for leadership. He must furnish it. Responsibility wears; anxiety kills. Educated men are leaders, they are hard workers; they eat not the bread of idleness. Do they take to drawing water or splitting wood? Their intelligence will lead them to invent a way by which more wood will be split and more water be drawn in an hour than formerly could be done in a day. Do they take to farming? They will apply their intelligence to the agricultural problems and wonders will transpire all around them. Do they enter into business? The public was never so efficiently served before. Leaders—of course; easy places

—not a bit of it; hard worked—yes, every waking hour, many of the sleeping ones also. Fie on the notion that education creates for its possessor an easy place! Education is not for babes and sucklings and weaklings—but for stalwart, whole men, men who have the quality of leadership in them —men who can and will fill hard places.

Misled by this false notion, fathers often spend vast sums of money on the weakling son to the utter neglect of the robust son with dormant powers of leadership smothering within him for lack of opportunity to develop and expand. The weakling must be educated in order to get an easy place; the robust son needs no education at all because he can fill a hard place. Was there ever a more unsound course of reasoning? Both need education: the physical weakling because he is otherwise incapable of filling any place; the robust son because he is capable of filling the hard places for which real education qualifies a man.

Education and Training Differ.

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It is true that all education has a training tendency and that training savors somewhat of education, but the two things are nevertheless distinct and separate. It is possible for a man to be thoroughly trained in business, and still be uneducated. Education means, well, symetrically developed mental powers—it produces an all-round man or woman. Training is specialization, fitness to do a particular thing. When a young man goes off

to a Business School and in six months returns with his diploma, the public is not fooled. It knows that he is not educated, but simply trained.

When a young woman goes off for a year or two to a Normal School and returns with her certificate to teach for a term of years, the discriminating public is again not fooled. It knows that she is not educated but simply trained in the branches she has to teach, and the difference between her teaching ability and that of a full-fledged College graduate, who has felt the heart-throb of human knowledge in all its phases, is about as great as that between the teaching of the scribes and the Master. The scribes had taken their Normal Course and had their certificate to teach, but they were trained, not educated; they lacked power, the power that comes of a wide range of information, and so their teaching was without authority. You may know the public school branches by memory and add to this knowledge thorough acquaintance with the history and methods of teaching and still lack that subtle power of the teacher who teaches with authority, because he knows more than he teaches and has drunk deep from the perennial fountain of human knowledge. It is the water in the stand-pipe, the water that does not come out, that makes the water which does come out come with such tremendous force.

If young persons, however, insist on training as distinct from education, we are prepared to care for them at Elon. Our Business Department is unsurpassed. All the latest methods of bookkeeping, banking, expert accounting, and scien-

tific management are taught. Stenography and type-writing by the touch method are provided for under competent and expert instructors. The Business Department is equipped with the latest and most improved Remington No. 10 Typewriters. Instruction in this department is individual and the pupil is allowed to take such literary work as he desires, thus combining education, culture, and special training in an ideal way. Our graduates in this department go into excellent positions and receive good remuneration.

In our Normal Department also we are prepared to give the very best training and at the same time offer students preparing for teaching the varied culture of a high-toned College life, which they will later find to be a large asset in their success and enjoyment in life. For details of the courses leading to the Teacher's Certificate and the L. I. degree and in regard to the Special Normal Term each April and May so highly commended by the State and County Superintendents, see the Catalogue or the Special Normal Term Number of the College Bulletin, or write for personal information.

Large and Small Colleges.

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This is the day of large things. Bigness is the ideal of modern life. This may be necessary in the business sphere—an unconditional requirement of our complicated social and industrial life. But to conclude that it is also necessary in educa-

tion is to do violence to fundamental principles and ignore the plain verdict of history. If education were simply a thing of the head, you could get it at a great University in its College department as well as in the small College, but since it is an affair of the heart and the character as well as of the brain, it can be had nowhere so ideally as in the small College. Why? Character grows, the heart unfolds and expands, not in the presence of great thinking, but of great living. The vital, personal touch of the teacher moulds and fashions the character, and nothing else can. The lack of this is the weakness of the large College, in which the professors do not even know the names of their pupils. They call their pupils' names on class from a record book prepared at the office and require them to stand up when they are called upon that they may know that they are present to recite. Pitiable; isn't it? Yet this divorcement of pupil and teacher is a universal fact at every such institution. The professors in such institutions are engrossed in research. Their chief concern is with abstract truth. When they have developed their pupils' heads, they have done their full duty. "We let the preacher look after the students' morals and the policeman after their conduct," said one of them once, when asked what he did in his institution for character training; "we are concerned with higher things, with truth." Thoughtful parents have not so decided and are not willing to trust their sons and daughters in such institutions in the formative period of their life, at the time when the teacher's personal

touch and individual care is the potent factor in character-building.

But not only does the large College fall down in not giving nutriment for character growth; it also comes short in the very aim of its existence, intellectual pre-eminence. It is a matter of common remark that the great teachers in large Colleges are themselves the graduates of small Colleges. Why this paradox? It is because for the first two years of the College course in these institutions the teaching is not done by the professors at all, but by members of the upper classes or instructors pursuing their graduate work and engrossed in it, who in this way are earning their way. Not only does the large College then fall short in character-building, but it is inferior in its intellectual thoroughness to the small College, where the regular professors teach the Freshmen and Sophomores as well as the Juniors and Seniors. For this reason the small College, proud that it is a small College and sure of its ability to retain its place of leadership educationally, has come to stay. It would be a sad day in the world's history, were the small College to cease to exert its saving influence on American life and character.

Colleges and Universities.

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A great many young people are unwittingly led to go to a University for their undergraduate work instead of to a College, because they feel that they will thus get superior instruction and

better advantages. They think it will sound better to be called a graduate from a University than to be called a graduate from a College. An unfortunate error underlies all this course of reasoning.

In the first place a University may be so in name and not in fact. There are but a few real Universities in the United States. They are justly renowned and other institutions seeking the same renown, though meriting it not, have been led by the eclat of a high-sounding name to call themselves Universities without due regard to their deserts. A University is a place where all branches of knowledge may be studied at first hand; it is not a College plus a law and a medical and a pharmacy department. It has all these, but they are its appendages—it is far more than these. Its real strength is in its graduate school of the Arts and Sciences—not in its professional or technical schools.

In the second place all true Universities make a distinction between the College department which they maintain and their various graduate and professional schools. In these institutions a graduate with a Bachelor's degree is not reckoned as a University graduate at all, but as a College graduate. Yale College, for instance, confers the A. B. and B. S. degrees, but Yale University the M. A., M. S., Ph. D., B. L., and other graduate and professional degrees. In other words you cannot go to a University proper nor be counted a student in such an institution until you have graduated from a College, be it the College department of a real University, or of a so-called University, or

of a real College, which does not attempt professional work at all.

In the third place, the laxity of restriction and the absence of discipline, which obtain in a real University, are aped also by the so-called University, and have proved disastrous to the moral life of many immature young men. Parents cannot be too cautious with respect to a matter so vital to their children's success in life nor can the young people themselves afford to be led away by the consideration of a big name and thus be induced to subject themselves to conditions which may bring their fortunes to irreparable wreck and ruin.

The College, the small College, where the personal touch between teacher and pupil is a constant quantity, and a vitalizing, quickening power, is certainly the proper place for undergraduate study. After the character is firmly knit and the life deeply grounded on the solid rock of Christian manhood, the University may be sought with profit and without fear of its adverse moral influences. The College is for education and character development; the University for special training and narrow specialization. To begin the development of the educated man or woman in the University is like standing a pyramid on its apex. Thoughtful parents will not do it. They risk too much. They value the character of their children and the thoroughness of their intellectual training too highly to take such a risk.

Expenses.

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The expenses at Elon are very reasonable as will be seen from the following data:—

Literary Tuition	$50.00
Piano	40.00
Voice	40.00
Piano and Voice	70.00
Harmony	10.00
Art	40.00
Elocution	40.00
Class Instruction in Elocution	10.00
Tuition in Commercial Department	50.00
Any two $40 Departmental Studies	70.00
Matriculation and Library Fees	12.00
Board and room, with heat and lights	from $70.00 to $125.00

Text-books and Laundry will cost no more here than elsewhere and perhaps less than in most places, about $10.00 per year for each being a fair average.

Literary and Commercial Courses:

Sept. 6	$11.25
Nov. 1	11.25
Jan. 3	13.75
Mar. 20	13.75
Total	$50.00

Departmental Courses: Piano, Voice, Art, or Elocution:

Sept. 6	$ 9.00
Nov. 1	9.00
Jan. 3	11.00
Mar. 20	11.00
Total	$40.00

Any Two $40 Departmental Courses:

Sept. 6	$16.00
Nov. 1	16.00
Jan. 3	19.00
Mar. 20	19.00
Total	$70.00

Matriculation and Library Fees:

Sept. 6	$ 6.00
Jan. 3	6.00
Total	$12.00

Board in the College Boarding Department:

Sept. 6	$13.25
Oct. 3	13.25
Nov. 1	13.25
Dec. 1	13.25
Jan. 3	12.00
Jan. 28	12.00
Feb. 24	12.00
Mar. 20	12.00
Apr. 16	12.00
May 12	12.00
Total	$125.00

Admission.

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Students are admitted upon examination or certificate. While it is not required that the application blanks be filled out and returned to the President before the student arrives on the hill, it is much better that it be done. When these applications are received, the President issues the applicant a "Certificate of Admission," showing

what class or department he is allowed to enter and stating whether or not examination is to be required in his case. These application blanks will be readily supplied any person desiring them.

Financial Items from the Board of Trustees.

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"That no student be allowed to graduate until all his accounts with the College have been paid, or settled by satisfactory note.

"That no student be allowed to matriculate again who has not paid his accounts of the previous year or arranged same by satisfactory note.

"That no accounts be closed by note, except for tuition, and then only in case of real necessity, same to be determined by the President.

"That matriculation, library and laboratory fees must be paid in advance, as stipulated by the catalogue."

Uniforms.

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Young ladies will wear, during the fall and spring, waists of inexpensive material and plain black or blue-black woolen skirts. During the winter, jackets of the same material as the skirts will also be worn. On Sundays and all public occasions during the fall and spring, plain white pique, linen or duck skirts and plain white waists

may be worn; during the winter plain black or blue-black woolen skirts and jackets, and waists of any inexpensive material. Oxford caps will be worn throughout the year. No furs are allowed to be worn.

When possible, these uniforms should be made at home.

The uniform regulation does not apply to the Commencement occasion.

Young ladies will be allowed to wear their summer lawns and corresponding dresses, barring silks and satins, until November 1st. This is in the interest of economy for parents. The uniform regulation saves considerable money to the young ladies over what their expenses would be at institutions having no uniforms.

What to Bring.

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All students should bring pillow and pillow-cases, sheets, quilts, blankets, counterpanes for half a bed. They should also bring towels, napkins, and toilet soap. Everything else is furnished.

When and How to Come.

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Students should arrive at the College on September 5th. The College opens on the morning of the 6th and every one should be at the first Chapel service that morning, immediately after which

the regular work of matriculation, registration, and classification is begun.

Students from Eastern Virginia will leave on the morning S. A. L. train to Henderson. There they will change cars, off one train on to another, for Durham, Union station, where after about 40 minutes waiting they will board the Southern west-bound train for the College, arriving at 6:36 P. M. They should buy their tickets straight through and have their baggage checked through. Through tickets will be on sale at Norfolk, Portsmouth, Suffolk, and Franklin. The train passes Suffolk at 9:16 A. M. Those desiring may come over the A. C. L. via Rocky Mount and Selma, arriving at 6:36 P. M. Those coming over the Southern have to leave the night before and come via Danville and Greensboro, arriving at the College at 8:00 A. M.

Students from Eastern Carolina, South Carolina, and other Southern States will arrive here at 11:26 A. M., or 6:36 or 9:27 P. M. They may come at 5:45 A. M., but should send notice ahead if they intend so to come, that they may be met at the station.

Students from Western Carolina, the Virginia Valley, West Virginia, and other Northern and Western States will arrive at the College at 8:00 A. M., or 10:12 A. M. or 4:45 P.M. They may arrive at 1:20 A. M. but should send notice ahead if they intend so to come, that they may be met at the station.

Students will be met at the in-coming trains by members of the Faculty, representatives of the

Senior Class, and committees from the Y. M. C. A., Y. W. C. A., and Christian Endeavor Society.

What To Do After You Arrive.

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Give your baggage check to the Faculty officer or baggage-man asking for it, with your name written on the back of it, and the number of your room, if you are to room in one of the College Dormitories, or of your rooming place, if you are to room in the village.

Go to your room and get installed. Get acquainted. You will have a hard time not to get acquainted here. Have a jolly good time with your fellow students till Wednesday morning Sept. 6th.

At eight o'clock on the morning of Sept. 6th, go to the Chapel exercises in the College Auditorium.

Immediately after the Chapel exercises, go to the President's private office for registration, bringing your Certificate of Admission and your six dollars with you. If you did not fill out an Application Blank, fill out one and then get your Certificate of Admission. If you have lost your Certificate of Admission or misplaced it, call for a duplicate.

Present your Certificate of Admission to the Bursar. Pay him your six dollars and get your registration card. Then, follow the old student who is conducting you to the various Professors' rooms to have your work put on your card.

Then go to the Library and buy your books. Then go to work.

For catalogue or other information, address

PRESIDENT W. A. HARPER,
Elon College, N. C.

☞*Fall Term of Twenty-second Annual Session opens September 6th. Students should arrive on September 5th.*

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ELON COLLEGE, N. C.

Mathematics and Philosophy
and adopted by the Board
of Trustees in June,
1911.

THE FACULTY

WILLIAM ALLEN HARPER, B. A., M. A., President.
Lecturer on School Law and School Supervision.

THOMAS CICERO AMICK, Ph.D.,
(Director of the Normal Course.)
Professor of History and Pedagogy.

Rev. JOHN URQUHART NEWMAN, Ph.D., Litt. D., D. D.,
Dean of the College,
Professor of Greek and Teacher of Physiology and Hygiene.

Rev. WALTON CRUMP WICKER, M. A., Litt. D.
Professor of Mathematics.

WALTER PHALTI LAWRENCE, Ph. B., M. A.,
Professor of English Language and Literature.

Rev. JAMES OSCAR ATKINSON, B. A., M. A., D. D.
Professor of Social and Political Science.

NED FAUCETTE BRANNOCK, B. A., M. A.
Professor of Physics, Chemistry, and Agriculture, and Teacher of Geography in the Normal Course.

ASA LIGGETT LINCOLN, A. B., M. A.
Professor of French.

RUSSELL ARNDT CAMPBELL, B. A.
Associate Professor of Latin and Director of the College Band.

ROBERT SYDENS DOAK, A. B.
Instructor in the Preparatory Department and Athletic Director.

MISS FLORENCE WILSON,
Director Vocal and Instrumental Music and Harmony.

MISS MARY LOU PITT, Ph. B.
Assistant in Voice and Piano.

MISS LINDA BARNES,
Assistant in Piano and Voice.

MISS CORNELIA BRYAN,
Public School Drawing and Art.

MISS ETHEL CLEMENTS.
Phonics, Reading, Elocution, and Physical Culture.

MISS MABEL COOK,
Librarian.

BULLETIN OF
ELON COLLEGE
ELON COLLEGE, N. C.

VOL. VII. NOVEMBER, 1911 NO. 4.

THE NORMAL COURSE FOR TEACHERS
April 9th to June 5th.

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The Normal Course for Teachers is conducted primarily for teachers and those who are preparing to teach. The purpose is to give substantial training in the subjects that are required to be taught in the public and high schools of the State, and to give such courses in the History of Education and in methods as will enable the teacher to build his science and art of education upon an approved and solid basis. Many of our teachers in the elementary and secondary schools have had to work out their educational methods and theories in the school of experience and have accomplished much for themselves and have done much for the State by their courage and perseverance in this matter of personal culture. These teachers have often felt their limitations because of the lack of opportunities, and have often longed to have the opportunity to come into contact with college men and with college methods, and to learn there those principles that underlie all successful teaching, that they may be sure of the ground upon which they stand, and

that they may have a broader vision of the field to be covered and of the work to be done.

A number of our teachers are so busily engaged with their school work during the school term that they have but little time for special work. They wish to prepare for higher work or for better and more acceptable work in the positions which they are already filling. The Normal Course offers to all such teachers two months of solid work and gives them an opportunity to make advancement along any special line of their choosing.

That these teachers might have the opportunity of culture and improvement in a college environment, Elon College established and organized the Spring Teachers' Normal Course three years ago, and it has been growing in usefulness and in the favor of the people ever since. The large increase of the second year in the attendance over the first year indicates to the College that there is a demand for such a course of study for teachers and that this demand is not supplied at any other institution in this part of the State.

No pains will be spared to make the teachers' time here pass pleasantly, and the very best that it is in the power of the College to give will be at the command of the teachers who attend. Every resource of the College will be thrown open to all the teachers in the Normal Department this coming Spring.

But few, if any, teachers will wish to take the whole of the outlined course of study. Each teacher will be expected to take those courses that will be most helpful in his work. He can get here a review of the subjects taught in the public and high schools with the best methods for teaching the same. Also the teacher who wishes can get more advanced work. The culture side is not neglected.

Courses in music, elocution, and art are also offered. So far as the time will allow, all reviews and the advanced work will be as thorough and complete as possible. The principles that underlie the work will be given a prominent place in the exposition of each subject.

The following letters from State Superintendent of Public Instruction, Hon J. Y. Joyner, LL. D., and from the Superintendent of Public Instruction of Alamance County, Prof. J. B. Robertson, and from Prof. Thomas R. Foust, Superintendent of Public Instruction of Guilford County, give teachers an idea of the estimate these men put on the work Elon College is offering to teachers.

From State Superintendent Joyner.

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"Raleigh, November 8, 1911.

"Having examined with approval the eight weeks' course of study offered by Elon College, and believing that teachers will derive great benefit from the successful completion of this course under the instruction of the faculty of the college, carried on in the favorable environment of the college life, I shall gladly recommend to county superintendents the acceptance of a properly signed certificate of continuous attendance and of successful completion of this work by public school teachers as a substitute for attendance on the biennial teachers' institutes required by law, as provided in section 4167 of the public school law.

"Appreciating the co-operation of the college in this important work of teacher-training, I trust that many

teachers will take advantage of this opportunity generously offered by it.

"Very respectfully,

J. Y. JOYNER,

"State Superintendent Public Instruction."

From County Superintendent Robertson.

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"GRAHAM, N. C., November 6, 1911.

"To whom it may concern:

"I am glad to recommend the Teachers' Normal Course given by the Normal Department of Elon College. This course not only includes special instruction in all the various public school branches, but it also includes several higher branches of study and the science of teaching—thus making a full comprehensive course for teachers.

"I take pleasure in commending this course to those teachers desiring professional training.

"J. B. ROBERTSON,

"Superintendent Public Instruction, Alamance Co."

From County Superintendent Foust.

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"GREENSBORO, N. C., November 8, 1911.

"I have just received a letter from Prof. Thomas C. Amick, of the Department of Pedagogy of Elon College, in which he gives me the branches that will be offered to the teachers who attend Elon College during the months of April and May, 1912. I wish to commend this course

to the consideration of those teachers who desire to improve their scholarship and professional training. No teacher who desires to rise in the profession can afford not to be continually pursuing some course of work that will make his scholarship better and his professional ability stronger.

"Yours very truly,

"THOS. R. FOUST,

"County Superintendent, Guilford County."

Some Special Advantages.

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I. The Normal Course for Teachers offers those who attend a college environment, instruction by college professors, contact with college men and women, and an acquaintance with the different phases of college activity and of college life.

II. The college library is open for the use of teachers from 10 o'clock, A. M. until 12:20 o'clock, P. M., and from 1:20 o'clock to 5 o'clock P. M. This, with the reading room, which is open at the same time, will be of inestimable value to those who attend and make use of the opportunities that the library and reading room afford.

III. The literary societies of the college will be open to all those teachers who wish to join upon payment of the regular society fees. These societies are well organized and give thorough drills in public speaking, parliamentary law, and parliamentary usage. The society halls of the different literary societies have been just recently remodeled and they are as well equipped as any society halls in any of the colleges.

IV. The general lectures, recitals, and entertainments, etc., will be open to all who wish to attend.

V. The religious environment of the college is the very best. All teachers have the opportunity of attending the college Sunday School, the church services, the services of the Christian Associations, and the services of the Christian Endeavor Society.

VI. Examinations will be held at the close of the term, when teachers are best prepared to take them, and county superintendents will be asked to allow credits on teachers' certificates for all work passed here at the final examinations.

Reason why Teachers should Attend the Teachers' Normal Course.

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Still water soon becomes stagnant and full of death. The teacher who makes no progress may be likened to the stagnant pool. The pupils who drink from that intellectual fountain soon form a distaste for knowledge, have their intellects dwarfed, and fail to reach the goal of their former ambitions.

The members of our school boards are seeking live men and women to teach in their schools, men and women who are not satisfied with their present attainments, men and women who are seekers after knowledge and who can inspire their pupils to seek after knowledge also.

The teacher who succeeds best, other things being equal, is the man who is himself a student. It is impossible to make any great headway as a teacher without

keeping up with the times. And the best way to keep abreast with the teaching world is to spend some months each year in study. Unless we have teachers who do this, who themselves drink from living fountains, and who make a special study of methods as well as of some advanced work, our schools can never reach the point of efficiency attained by the schools of some other states.

Each teacher should pursue his work with diligence, take a special course of study every year, rise to higher levels, and strive to make his work more successful as the years go by.

The Teachers' Normal Course at Elon College offers just the opportunity that the teacher needs for improvement in the work in which he is engaged and for taking up any line of special work. We earnestly commend this course to all the teachers in the State.

Those Who Should Attend.

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The Normal Course of Study has been planned especially for the following classes of persons, and every person attending will derive great benefit from the work:

I. Teachers in the public schools. This course will give them better training for their work and enable them to do their work with greater skill and with greater satisfaction to themselves and to their patrons.

II. Teachers in the high schools, and those intending to teach, who desire to prepare themselves more thoroughly for work or wish to prepare for better positions.

III. Teachers who wish special instruction in any of the branches offered, or who wish instruction in advanced work in the line of their profession.

IV. Those who wish to take the public school examination in any county or the State examinations for the High School Teachers' Certificate or the Five-year State Certificate. The Normal Course of study offers all such teachers an opportunity for thorough review in the work covering the ground of those examinations.

V. Young men and young women who wish to make up one or more deficiencies to enable them to enter the Freshman Class at Elon College or elsewhere.

VI. All persons who wish to broaden and deepen their scholarship on any of the subjects outlined in the course of study, or wish to gain a general knowledge of methods as used in the best schools and colleges of the country.

Expenses.

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Tuition is *FREE* to all teachers coming at the opening of the term to enter the Normal Course for Teachers. Students of the college or others who are not teachers will be charged the regular college rates for tuition. All will pay the regular matriculation and library fees of the college.

The total expenses of teachers coming to take the Normal Course will be as follows:

Board and room, with lights, heat, and servant's attendance in the college dining hall and dormitories	$26 00
Matriculation and library fees	6 00
Total expense for the term	$32 00

By special arrangement beforehand, board and room may be obtained in the village for from $20.00 to $26.00

for the Normal term. Young ladies will board in the College Boarding Department, unless they have relatives here, and, even then, will not be allowed to board at the same home where young men board. Teachers coming and wishing to board in private families must have the arrangements made before coming. The Director of the Normal Course will be pleased to make any such arrangements provided application is made in time.

All persons coming to take other work than the regular Normal Course will see the college catalogue for terms. A copy will be sent to all those who apply.

Books may be purchased here at the regular publishers prices. Laundry work is done here at the usual prices.

Teachers would do well to bring all their school text books with them. This might save expense in buying books and the books will be needed for reference.

COURSES OF STUDY.

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Course in Mathmatics.

DR. WICKER.

The course in mathematics is designed to cover the study of Arithmetic, Algebra, and Geometry as required by the following classes of students: public school teachers, those preparing for high school examinations, and those preparing to enter the Freshman Class of any standard college.

ARITHMETIC.—It is the purpose of this course to give a thorough mastery of the fundamental principles of Arithmetic. The inductive, analytic method is used

throughout the course, and teachers are taught to think clearly, analyze rapidly, and demonstrate accurately. Special stress is placed upon speed, accuracy, and thoroughness, and the teacher is taught how to make the subject more attractive to the average pupil. The normal methods of teaching students how to grasp the meaning of problems, of how to get a clear idea of what is known and what is required; of planning the work, of deciding how to ascertain the desired information from the known facts; of executing the plan so as to reach the desired results; and of testing the results to see if the proper conclusions have been reached, will be clearly demonstrated. These normal methods will be used in a thorough review of Fractions, Compound Quantities, and Percentage.

The professor in charge will, from time to time, give lectures on the best methods of teaching Arithmetic, comparing the inductive, analytic, deductive, abstract, and objective methods; and showing their relative value. After taking this course, teachers will find that Arithmetic is one of the most fascinating subjects in the public school course and will find real pleasure in teaching the subject.

ALGEBRA.—The purpose of this course is to review the fundamental branches of Algebra that are taught in the high schools, and prepare the teacher of this subject to understand the best methods of preparing beginners in Algebra for the highest efficiency in mathematical skill. This course will appeal not only to teachers, but also to those preparing to enter the Freshman Class in any standard college. Thorough demonstration of fundamental principles, extensive application of principles by numerous examples, and a comprehensive grasp of

subjects will be taught. The best methods of analyzing difficult, original problems will be stressed so that students will acquire facility in handling mathematical questions.

GEOMETRY.—The study of Plane Geometry as required for the High School examination will be taught. Special attention will be given to clear demonstration, accurate statement, and logical conclusions. Facility will be imparted in analyzing original problems, and in making application of these problems to the practical affairs of life. This will enable the teacher to impart an interest to the study of Geometry that the abstract method does not possess. Teachers who take this course will be enabled to prepare their pupils for the entrance examination for college in such a manner as to reflect credit upon themselves. The mental drill that this course will impart to the teacher will qualify him for more logical work in all branches of mathematics and will lead to more successful results in the future.

Course in English.

PROFESSOR LAWRENCE.

There are two courses offered in English. The first course is a course in Grammar; the second is a course in English literature. A course in Composition and Rhetoric will be offered if a sufficient number apply to form a class.

GRAMMAR.—The course in Grammar is a review of the entire subject of grammar, and is intended to do two things for teachers: prepare them for standing an examination for a certificate and give them drill in teaching grammar; hence a good deal of time is given to the two

most difficult things—inflection, especially of verbs, and sentence structure and analysis—in the teaching of this subject.

Teachers should bring all the grammars they have.

LITERATURE. The course in literature consists of lectures on some of the most noted American Authors, and a careful study of Tennyson's Idylls of the King. These studies are to be conducted in a manner to lead teachers into some of the most helpful ways of teaching literature. The text of the Idylls of the King used is that published by The Macmillan Company, New York, in the English Classic series, 25 cents a copy. One lecture and four hours of recitation work will be given each week.

Natural Science and Agriculture.

PROF. BRANNOCK

The aim of this course of study is not only to prepare to stand a good examination, but also to increase the knowledge and develop the minds of those who take it.

Geography

The purpose of this course is to know the earth. Land, sea, air, rock, beast, and tree combine to form it. Each of these is studied not to learn all about any one, but to show how each influences the others by their working together.

Agriculture

The following topics are discussed: The Earth; The Earth and the Sun; Rivers; Weathering and the soil; The work of the Wind; Storms; Climate; Glaciers;

Plains; Mountains and Plateaus; Volcanoes; The Atmosphere; The Magnetism of the Earth; The Ocean; The meeting of the Land and the Sea; Life; The Earth and Man.

Sufficient attention will be given to Political Geography for a good review if there are enough teachers for a class applying for the work.

Chemistry

Lectures and recitations, three hours weekly throughout the entire course.

"The world lives on the products of Agriculture, and consequently some knowledge of this subject should be of importance to every one independent of his vocation in life." The aim of this course is to present the fundamentals of Agriculture in such a manner as to increase the interest of those who take it. The following subjects will be discussed: The Soil; Relation of the Soil to Plant Growth; Soil Fertility; Soil Physics; Water Requirements of Crops; Plant Life; Manures and Fertilizers; Farm Crops; Trees and Gardens; Plant Diseases; Insects and Birds; Live Stock and Dairying; Feeds and Feeding; Miscellaneous.

Lectures and recitations, two hours weekly through the whole course.

No previous knowledge of chemistry is required. This course is given for the benefit of those who take agriculture and it is required, unless the applicant has had at least one year in chemistry, including laboratory work. The following topics will be developed: The Relation of Chemistry and Physics; Physical Change; Chemical Change; Chemistry Defined; Law of Conservation of Energy; Transformation of Energy; Matter; Conserva-

tion of Matter; Mechanical Mixture; Chemical Compound; Elements; Symbols; Oxygen; Hydrogen; Compounds of Oxygen and Hydrogen; Atomic Theory; Chemical Equations; Nitrogen; Atmosphere; Solution; Acids; Bases; Salts; Neutralization; Valence; Calcium; Sulphur; Phosphorus; Magnesia; Potassium; Sodium; Carbon; Iron.

Physics and Astronomy

Should there be a demand, courses will be arranged in these branches.

Course in Public School Drawing.

MISS BRYAN.

The purpose of this course is to give teachers such ideas of the principles of drawing as will enable them to study the work privately and to teach the work successfully. A thorough course of instruction in Drawing is given.

Free hand drawing with pencil, also in charcoal, from still life, heads, hand features, etc., and from casts are given in the course. Also a course is given in the study of light and shade.

Course in Reading, Phonics and Spelling.

MISS CLEMENTS.

This course is open to all teachers. The Phonic Method is being widely introduced into our public schools, and teachers need to prepare themselves for making this work in their schools as successful as possible.

The course in Reading and Expression will consist of

the interpretation and analysis of short stories and poems. This course will introduce the impersonation of light characters.

A thorough drill will be given in Phonics and Orthography.

Course in Physiology and Hygiene.

DR. NEWMAN.

In Hygiene, practical lectures will be given on School Sanitation, Food, Water, Air, Exercise, and the general care of the health of the pupils.

In Physiology, a review will be made of the structure, nature, functions, and care of the cells, tissues, and organs of the body.

The work will be illustrated by skeleton, simple laboratory exercises, microscope and dissection of smaller animals.

German.

DR. NEWMAN.

Those wishing to review German will find classes in first, second and third year German.

A beginners' class will be organized if there is a need for it.

Greek.

DR. NEWMAN.

Three classe are open to any one wishing to review Greek.

A brief course may be chosen showing the use of Greek in English.

Latin.

PROF. CAMPBELL.

In arranging this course it is assumed that a review is all that is desired, and that the teachers have a working knowledge of the several books under consideration with the underlying principles of the language.

This course will be given in three parts: A general survey of some standard beginners' Latin book with the view of discovering and showing how this, the most important year in any Latin course, may best be presented to the student. The second will concern itself with Caesar and his Gallic Wars, the purpose being to review the Latin text and also to secure a thorough understanding of Caesar, both as a general and as a man, and contemporaneous Roman History, without the knowledge of which no teacher can arouse the interest of his students.

Cicero's Orations and Letters, with parallel grammar work, will form the basis of the third division of the course. This, of course, is open only to those who are satisfied with their knowledge of the subjects included under the first and second divisions.

This being a normal course is intended not so much to teach Latin as to teach how to teach Latin and the subjects will be studied from the teacher's standpoint.

If a sufficient number who have never studied Latin should desire a course in the beginner's work, such a course will be arranged.

French.

PROF. LINCOLN.

This course is intended to be a rapid but careful review of the principles of French Grammar and Syntax. A thorough drill will be given in the pronunciation of the language. The course will be modified to suit the needs of those who apply. Earnest students should become able during the course to read and write correctly easy French. Suitable selections will be used for translation. An effort will be made to adapt the work to the needs of public and high school teachers.

Courses in History.

DR. AMICK.

Three courses in History will be open to the teachers.

COURSE I.

THE UNITED STATES.

Twenty lessons of one hour each will be given on this subject. These lessons will be given under the following general topics: The Establishment of the English; Separation of the Colonies from England; The New Republic; National versus Sectional Interests; Slavery and the West; The Crisis of Disunion; Political and Industrial History of the Republic since the Civil War.

This course will be as thorough as the time will permit. The object will be to bring out those interesting points in the history of our country that are not generally given in the ordinary school text books, and to throw out such hints as will enable teachers to make the study of history interesting to their classes. The work

will be illustrated from beginning to end by charts, maps, and lectures. Muzzey's American History will be used as the basis of the course. It is hoped that all the teachers will purchase a volume of this admirable book. Teachers will bring any histories of the United States that they have with them.

COURSE II.
North Carolina History.

The course will cover the history of North Carolina from 1585 to the present day. Hill's History of North Carolina will be used as the basis of the work; but most of the instruction will be given by lectures. A good deal of library and research work will be done. Teachers will find it to their advantage to bring with them any history of North Carolina that they may have.

COURSE III.
Course in Universal History.

This course will be a lecture course, the object of which will be to give a knowledge of Greece and Rome and their contribution to civilization, together with the development of modern Europe. Those taking this course will be required to do a great deal of reading and reference work. The course includes the essentials of history for entrance into any standard college.

Course in Civil Government.

DR. ATKINSON.

A course in Civil Government will be offered the teachers in attendance in the Teachers' Normal Course. This course will deal broadly with the government of our

country, will take up the present day governmental problems, and will put the teacher in touch with the best on the subject. The course will be mainly a lecture course, and will take up the subjects considered in a practical way, and will enable the teacher to form correct opinions and to arrive at correct conclusions in reference to the needs of the times. This course will prepare especially for the work of teaching in the public and high schools of the State.

School Law aud School Administration.

PRESIDENT HARPER.

A course of lectures on School Law and School Administration will be delivered by the president of the college. This course of lectures will acquaint the teachers with the fundamental principles of the school laws of North Carolina, will review those laws, and suggest means whereby these laws may be made to contribute to the best interests of both teachers and pupils.

The lectures on school administration will deal especially with those problems of school management and school administration that generally give teachers most trouble, and will attempt to solve the problems and put the teachers in possession of such facts and information that they may be enabled to meet all the demands made upon them. There is no reason why a teacher should not discipline a school well, and the object of this course is to help them to work out all the problems of discipline that come before them.

Pedagogy.

DR. AMICK.

Each teacher should have a thorough knowledge of his profession. To this end the teachers this coming spring will study the History of Education. Kemp's or Monroe's Abridged History of Education will be used as a text. There are many splendid histories published, and if teachers have any copies they would do well to bring them along.

A series of lectures will be offered on the following subjects: The Life and Work of Pestalozzi; Rousseau and the Emile; The Influence of the Educational Reformers on Modern Education; The Majesty of the Teacher.

Teachers wishing to do so may have the opportunity of taking Hamilton's The Recitation and McMurry's How to Study and thus get credit for the work required by the county and State Boards of Education.

Teachers who are prepared will be allowed to enter the college classes in Pedagogy and take the work that these classes are doing.

Athletics and Physical Culture.

PROF. DOAK and MISS CLEMENTS.

Each student must have a healthy body and mind to be able to do the best work. Heads of schools and colleges have learned through years of experience that it is almost necessary for each student to take a certain amount of physical exercise each day. Therefore such games as will contribute to the best interests and the good health of the students have been introduced.

All sports participated in by the young men are under the supervision of the Athletic Director.

The physical training of the young women is under the strict supervision of the director of Physical Culture and Expression. Each young lady has the opportunity of taking this work with the class, and it is hoped that all will avail themselves of the opportunity. While the regular students of the college are required to take this work, the teachers in the Teachers' Normal Course will not be required to take the work unless they so desire.

Library.

MISS COOK, Librarian.

Each teacher who takes the Teachers' Normal Course will have access to the college library under the rules by which the students of the college have access thereto. The librarian will assist all who apply in finding and securing such information as they wish on any subject. Teachers may draw books from the library under the ordinary rules.

The Reading Room.

This is one of the greatest sources of self-culture and information that the college possesses. All teachers have access to the Reading Room and will find there all of the best American magazines and periodicals. We believe the culture value of the Library and Reading Room alone will be worth the total cost to any teacher who remains in Elon College for the eight weeks of the Teachers' Normal Course.

Courses in Voice, Instrumental Music, Art and Elocution.

Courses will be offered to teachers in any of these subjects on payment of the regular college tuition. Any teacher may have the opportunity of taking any of these subjects under the best trained teachers.

Lectures.

Different County Superintendents of Public Instruction and others will be invited to deliver lectures to the teachers. This will add to the practical value of the course of study. Members of the faculty also deliver addresses each month, to which all teachers will be invited.

Entertainments.

A number of entertainments are given from time to time and all teachers will have the privilege of attending these. The literary societies, different members of the faculty, and entertainers of note from abroad will give entertainments and recitals for the benefit of the college and all students of the college as well as the friends of the college.

When to Come.

Teachers coming to attend the Teachers' Normal Course should arrive at Elon College on Monday, April 9, 1912. Trains from the East arrive here at 5:44 A. M.,

11:28 A. M., 6:36 P. M., and 9:25 P. M. Trains from the West arrive at 8 A. M., 10:12 A. M., 4:48 P. M. and 1:30 A. M. Teachers should inform the Director of the Normal Course concerning their time of arrival, and he will see to it that they are met at the train. They will also be assisted in every way possible to get to their homes, have their baggage brought to their rooms, etc.

What to Bring.

Teachers will bring only such bed covering as they will need, towels, napkins, pillow and pillow cases, sheets, quilts and counterpanes, comb and brush. All other articles are furnished by the college.

Teachers intending to board in private families will find everything furnished except the articles mentioned above.

FURTHER INFORMATION.

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Any further information that teachers may want will be gladly furnished by the Director of the Teachers' Normal Course. Teachers will please communicate freely with him concerning their needs, courses of study, etc. Anything that can be done to help those interested will be freely done, and teachers need fel no hesitancy in calling on the college for informaiton.

Information for Teachers who contemplate Entering the College.

All the college buildings are heated by steam and

lighted by electricity. A plentiful supply of pure water is furnished from a deep well. The college dormitories are equipped with bath rooms on each floor, supplied with hot and cold water.

There are connected with the college three excellent literary societies, two for young men, Philologian and Clio; and one for young ladies, Psiphelian. All these societies have large and elegantly equipped halls, and are a great factor in college life and work.

Degree Courses Offered by the College.

Four regular literary courses of study are offered, two leading to the degree of B. A., one leading to the degree of Ph. B., and one leading to the degree of L. I. The regular baccalaureate courses require four years and the L. I. course requires three years for completion. The L. I. course is a regular teachers' course, and embraces all the work that will enable teachers to prepare for the best positions in the public and private and graded schools of the State. Teachers who have completed the teachers' course (L. I.) can then complete the work for the bachelor's degree by one year of additional work.

Requirements for Entrance.

For entrance to either of the baccalaureate courses, fourteen units of high school work must be offered. Students entering for the teachers' course will offer twelve units of high school work. Of these units, three must be offered in English, three in Latin, and three in Mathe-

matics. The other units may be offered from the following subjects: Greek, Modern Languages, History, or Science. For the value of these units, the teacher is referred to the college catalogue.

Requirements for Graduation.

All candidates for the bachelor's degrees must have completed as much as sixty-nine hours of full recitation work and submit a thesis to the faculty. An hour is defined as one recitation a week on any college subject pursued throughout the year. For instance, three hours of recitation work in any of the college clasess in English pursued throughout the whole year, count three hours towards graduation.

The L. I. degree requires fifty-four hours of recitation work. At the completion of the second year of this course, a Teacher's Certificate will be granted to all who apply for it.

Expenses for the Year.

Tuition	$ 50.00
Matriculation fees	10.00
Library fee	2.00
Board and room with heat, lights, etc.	$75.00 to 125.00
Total	$137.00 to $187.00

NOTE.—This is for session of ten school months. Care should be taken in comparing this cost with that of an institution running only eight or nine months.

Special Studies.

Music, Art and Elocution are extra. Charges in these branches are as follows per year:

Piano	$40.00
Voice	40.00
Art	40.00
Elocution	40.00
Any two of these departmental studies	70.00
Harmony	10.00
Elocution (Class Instruction)	10.00

Text books are furnished at the publishers' prices.

Laundry costs about the same as in any average community.

The year is divided into three terms—Fall Term, Winter Term, and Spring Term.

The College Band and Orchestra.

The College maintains a band, which furnishes the music for all special occasions. Students who wish may join this band and receive instruction of any special instrument of his choice. As soon as the student has learned enough about the principles of music and the manipulation of the instrument he is put to regular practice with the band, and this gives him the opportunity to improve more rapidly than he otherwise might. Students also have the opportunity of learning to master any of the instruments used in band music.

The College Orchestra assists with the music in the Sunday School service. Those special students in band music who have made good are made members of the orchestra.

The Elon College Weekly.

The students of the Literary Societies and certain members of the Faculty organized some two years ago a company for the purpose of establishing and running a weekly college publication. The Alumni Association was asked to join in this movement, which they gladly did. The periodical established was christened The Elon College Weekly. This goes to nearly fifteen hundred homes every week.

The Weekly is quite a factor in the life of the college. The doings of the Literary Societies, the religious organizations, the other societies and organizations in and about the college, are all published in this paper, and it gives the people at home an idea of what their sons and daughters at college are doing. The Weekly is improved from time to time, and it should be in the hands of all the young people who contemplate a college education.

The College Bulletins.

The College publishes and sends out quarterly a Bulletin, which is also a mirror of the life at the college. It is sent free to all who apply.

Special Departments.

In addition to the regular college departments, the college maintains departments of the highest standing, as follows: The Preparatory Department, the Commercial Department, the Biblical Department, the Music De-

partment, the Art Department, and the Elocution and Physical Culture Department.

In all these departments the highest standard of excellence is maintained and the work done is of the very highest order. Students wishing to take special courses in any of these departments will do well to confer with Elon College. The Preparatory Department prepares students for any of the standard colleges, and in less time than any of the high schools. The reason is obvious: the students here are taught by the regular college faculty and are given the very best possible opportunities. In the high schools they often have inefficient teachers, and they do not receive the attention that they receive here.

Moral Atmosphere.

It is hardly possible for a student who is not totally depraved to spend some time at Elon College without becoming better. The influence of the college is strictly moral and a religious sentiment prevails in the college community. Parents and prospective students need to look well after this part of their college life, and no person can afford to attend an institution where this side of man's nature is not stressed. Parents may rest assured that the moral and spiritual interests of their sons and daughters will be looked after while they are here in Elon College.

Opening of the Spring Term of 1912.

The Spring Term of 1912 opens on January 3, 1912. All students should reach the college by the second day of January, so as to be ready for the spring opening.

For further information concerning college courses, address

W. A. HARPER, President
Elon College, North Carolina.

For further information concerning the Teachers' Normal Course, address

THOMAS C. AMICK, Director,
Elon College, North Carolina.

ELON COLLEGE

CO-EDUCATIONAL

Situated in the delightful hill country of North Carolina. With all of the advantages and none of the disadvantages of city life.

Diploma from Elon admits without examination to the Graduate Departments in leading universities. In addition to the REGULAR COLLEGE COURSES, the following Departments are maintained.

PREPARATORY DEPARTMENT—Prepares young men and young women for the Freshman class at Elon, or elsewhere.

MUSIC DEPARTMENT—Piano, Voice, Pipe Organ, Violin, Brass Instruments.

EXPRESSION DEPARTMENT—Elocution and Physical Culture.

ART DEPARTMENT—Oil Painting, Water Colors, Pastel, Crayon, China Painting, Public School Drawing, Mechanical Drawing, Etc.

COMMERCIAL DEPARTMENT—An Ideal Business Course, combining education, culture, and special training.

NORMAL DEPARTMENT—A three years' brief course leading to the L. I. degree. Also special work each year, April and May.

Steam equipment and modern conveniences. Buildings heated by steam, lighted by electricity, supplied with water and baths. Expenses moderate—from $132 to $187 per session of ten months. Write for catalogue showing terms and work in detail.

J. A. HARPER,
Elon College, N. C.

THIS BULLETIN IS PRINTED ON WARREN
STANDARD PAPER, AND ON ITS OUTSIDE
COVER BEARS STAMPED IN GOLD LEAF
THE COLLEGE COLORS—MARROON AND GOLD
BELOW

Special Fund Bulletin

THE ORIGINAL PLANT: The original plant of Elon College, which opened its doors September 2, 1890, consisted of the Administration Building and of the East Dormitory. During the first years of the College young men lived in the third floor of the Administration Building, while the young ladies were domiciled in the East Dormitory. Later the young men got the right to live in the East Dormitory, while the young ladies boarded in the village. In the fall of 1897 the young ladies again became invested with dormitory rights of East Dormitory and held it, overflowing it at times, until the West Dormitory was opened for their use in the fall of 1906. Since that time the young men have had the East Dormitory for dormitory purposes, overflowing very copiously into the homes of the village, which have always been open to them at reasonable rates.

AN ENLARGED PLANT DEMANDED: In the early years the attendance was not very large and the pressure upon the capacity of the College to care for its patronage was not a serious matter, but as the institution grew in years and in favor, the patronage increased and taxed the accommodations to their utmost. The need of increased dormitory space was imminent as far back as 1896, when the Southern Christian Convention through its Committee on Schools and Colleges, recommended that the Dormitory (there was no need then to state which dormitory, for there was only

one, the present East Dormitory) be enlarged and improved, and reported through the same Committee two years later that a part of this work had been done and the building put in much better shape as the home of the young ladies of the institution. There was no move then for a new Dormitory, though it was needed sorely enough, because the College was struggling under the load of a twenty thousand dollar debt incurred in the erection of the plant.

The Twentieth Century Fund and the generosity of the Hon. Francis Asbury Palmer, of New York City, placed the College out of debt in 1902 and gave it a plant complete as far as it went and an endowment of thirty thousand dollars. The attendance began to increase under these signs of progress and stability, and the need for an enlarged plant began to gain ground. In the report of the Committee on Schools and Colleges in 1902 we find this significant sentence: "The numbers have increased beyond our capacity, and the College needs a $25,000.00 Dormitory for young ladies."

A NEW DORMITORY IS PROVIDED FOR: At the regular June session of the Board of Trustees in 1903, the President, Dr. W. W. Staley, suggested the matter of a ten thousand dollar bond issue to remodel and enlarge the Dormitory, which suggestion was referred to a Committee of the Board, which brought in the following report: "Your Committee on Dormitory recommend that authority be given to the President of the College to employ an architect to submit plans for a new Dormitory for girls, to be erected on the west side of the College Building, with sufficient rooms for at least 80 girls and necessary reception rooms, parlors, and music rooms, together with the

estimated cost of the same, or if deemed best by the architect, plans for and cost of the enlargement of the present Dormitory."

The Southern Christian Convention in its 1904 session adopted the following resolution respecting the new Dormitory for the College: "That the Southern Christian Convention commit itself to the erection of a Dormitory at Elon College and direct the Trustees to proceed in their judgment to the erection of the same." And President Staley, in June following this session of the Convention, after reporting to the Trustees the plans of the architects, Barrett and Hartge, and stating that "the building seems to be a necessity," referred the matter without recommendation to the Board for their consideration. After careful consideration, the Board of Trustees arrived at the following decision: "That this Board of Trustees through its President and Secretary issue bonds to an amount not exceeding twenty thousand dollars ($20,000) for the purpose of erecting and equipping a new Dormitory or making other improvements; and that the President and John A. Mills be appointed a committee to promulgate and execute plans for the erection of the building, and that said work be done under their supervision."

The New Dormitory is Erected: It would seem that the time was now ripe for the erection of the new Dormitory, but the venture did not appeal so alluringly to the one on whom the responsibility of putting the decision into practice devolved, because he saw that enough money had not been provided and felt that a mistake would be attended with fatal results to the interests of the College, but hear President Staley in his report to the Board after another

year's careful investigation: "The great question of a new Dormitory, which has engaged your attention for several years and was authorized by you in your last session, with the President and John A. Mills as a committee to execute your orders, is still unsolved. Financial conditions make the question a very grave one, and a blunder here could not be easily corrected. The question really involves heat, light, and water for all buildings, and that involves a larger outlay of money than we have yet thought wise to risk. Your judgment at this time may aid in the immediate solution of this problem. All agree that the institution needs all the improvements embraced in these items of permanent value; but just how far we can risk debt for such additions taxes our financial ability. If the Board advises immediate action, the committee will, no doubt, gladly obey orders."

And the Board did take summary action and rose to the imperative needs of the College, in the following resolution: "On motion the Board renewed its authorization of the issue of $20,000 in bonds for building Dormitory, repairs, improvements, and equipments; and the President (now become Dr. E. L. Moffitt) with W. W. Staley and John A. Mills were constituted a committee to project and complete the work as rapidly as possible; said committee being hereby empowered to determine plans, extent, and cost of these improvements, same to be within the limit."

THE IMPROVEMENTS TAKE ON A LARGER ASPECT: President E. L. Moffitt, who was chosen as the successor of President Staley upon his resignation in June, 1905, immediately set about the task of building the new Dormitory, intending to heat it by an individual heating system, but by the end of his first year as

President was firmly of the opinion previously arrived at by Dr. Staley that the new Dormitory involved the expense of a central heat, light and water plant also. "I am hoping to be able," says President Moffitt in his report in June, 1906, "to complete at least enough of the building to meet our present needs with the $20,000, even if we cannot finish quite all of it. The purpose has been to heat this building by means of an individual steam plant, but after careful consideration of the question, I am convinced that it will be economy on our part and will greatly promote the interest of the institution in every way, to put in a central heating and lighting plant to supply heat and light for all three buildings. Judging from estimates which I have I have thought that this might be done by increasing the bond issue to $30,000."

The Board was in heroic mood at this session. The attendance had increased and things were looking bright; the new Dormitory, so long talked of, was now nearing completion and was promised by the opening of the Fall Term in September. It took the President's suggestion under advisement and after careful investigation decided to add a water system also for all the buildings and to issue bonds to the extent of $35,000 to pay for these additions to the original plan of building a new Dormitory only, the exact language being as follows: "In the opinion of the Board of Trustees it is deemed expedient and advisable to borrow the sum of $35,000 and to fully complete the new Dormitory, erect lighting plant, water plant, heating plant, and make such other improvements, repairs, and additions to the College plant as are essentially necessary."

President Moffitt at once set about putting the decision of the Board of Trustees into effect and by

time for fires in the fall had the heat, light, and water plant in operation. The main part of the new Dormitory, known as the West Dormitory, was completed, except eight rooms and the three-story porch on its north side. The annex to the West Dormitory was completed on the second floor, but the first floor of it was roughed in, funds not being in sight to complete it. These and other minor improvements, according to a pamphlet published by President Moffitt on December 1, 1910, cost $47,700. The result of the improved equipment has been increased attendance, expanding prestige, and wholesome enthusiasm on the part of all the College's friends.

THE SPECIAL FUND OF FIFTY THOUSAND DOLLARS: The improvements had been paid for by a bond issue of $35,000 and a bank note of $12,700. How should this money be provided? The Committee on Schools and Colleges in 1906 had this to say with reference to the debt to be incurred in these improvements: "The Convention is pledged to the support of these long-needed improvements," and so it was to the Convention and its constituency that the College naturally looked for a plan of liquidation. At the 1908 session of the Convention this Committee was inclined to undertake the raising of an endowment of $100,000 to take care of the outstanding debt and add to the invested funds of the institution. But the panic came and this seemed unwise.

The plan which was finally adopted to liquidate the debt was presented to the Board of Trustees in June, 1909, approved by them, and then approved by the 1910 session of the Southern Christian Convention as follows: "To secure pledges, payable in five equal annual installments, ranging from $1,000 to $25

each.'' The first subscription on this plan was in the sum of $1,000 and was signed by Col. J. E. West, Suffolk, Va., March 10, 1909. President Moffitt worked on this plan as continuously as his health would allow until his resignation in June, 1911, and at the time of his resignation had raised on the subscription plan, according to the machine addition of the subscriptions filed with the Secretary of the Board of Trustees, $23,220. In addition to this, the following cash donations had been received by him:

	Name	Amount
1909:	W. B. Mann	$ 25.00
1910:	E. S. Carlton	100.00
	D. H. Albright	50.00
	Francis A. Palmer Fund (for interest acct.)	500.00
1911:	Mrs. Eliza L. Brown	1.00
	Frank H. Gardner	1.00
	G. W. Morrow	1.00
	Thos. Holmes	1.00
	J. W. Wilson	1.00
	A. H. Bennett	1.00
	E. W. Smith	3.00
	W. E. Bassler	10.00
	Transfer from W. S. Long, Agent, account Farmers' Bank, Suffolk	6.00
	J. E. Vincent	25.00
	J. A. Wetzel	1.00
	J. D. Gray	50.00
	Mrs. E. T. Pierce	5.00
	Francis A. Palmer Fund (for interest acct.)	600.00
	W. B. Mann	25.00
	Total	$1,406.00

President Moffitt prefixes this explanatory note to the list of subscriptions filed with the Secretary of the Board of Trustees: ''Mr. K. B. Johnson was counted in the $1,000 list, because of the fact that he had already given the College $500 some time before the sub-

scription list was started. For the same reason Mr. J. B. Johnson was counted in the $1,000 list, he having already given $250. Mr. W. Z. Atkinson was counted in the $500 list, because of having given $250 some time before the list was started."

President Harper, chosen as President Moffitt's successor in June, 1911, was asked by the Executive Committee in August to take the field as soon after the opening in the fall as he felt that he could in the endeavor to finish out the total of $50,000 on the subscription basis. This was done, the field being taken September the 24th, a few subscriptions having been taken before that time. The people opened their hearts and their purses, so that by January 24th, 1912, the full $50,000 had been pledged on the subscription plan. Some cash donations were also made to President Harper, and they are herewith subjoined:

Name	Amount
Chesley Beale	$ 5.00
Mrs. Ann Franklin	5.00
T. H. Wood	5.00
W. H. Watkins	5.00
E. P. Myers	5.00
J. E. Banks	1.00
A. C. Oates	1.00
Allen Brothers	10.00
Mrs. Mattie Stevens	.50
R. H. Murphy	.25
Total	$37.75



WEST DORMITORY—FRONT VIEW

For young ladies. Contains Music Studios and Practice Rooms, Art Studio, Expression Department, Parlors and Reception Rooms. Equipped with all modern conveniences and handsomely furnished. A delightful, home-like edifice.

BUILT BY THE SPECIAL FUND



CENTRAL POWER STATION

Heat, Light and Water Plant. Just behind this building is the deep well recently constructed, having been bored to great depth through solid rock, affording an absolutely pure and permanent water supply for the entire College community. It is estimated that this well will afford 100,800 gallons in 24 hours.

BUILT BY THE SPECIAL FUND

List of Subscribers to the Special Fund

We herewith append the names of those who subscribed to the Special Fund, with the amount of each subscription. A copy of this Bulletin is being sent to each one of these big-hearted friends, and we trust that they will accept this further public acknowledgement of their generosity as evidence of the deep gratitude of our hearts for their liberality, loyalty, and sacrifice.

All subscriptions printed from this point to the line of stars below were taken during the administration of former President Moffitt from March 10, 1909, to June 6, 1911. The others were taken from June 7, 1911, to January 24, 1912. But these subscriptions were not given to the men, who were fortunate enough to be charged by the Church with the privilege of waiting on a generous people for a great cause, nor because of these men, but to the College and from a love of the cause represented by the College.

Name	Amount
J. E. West	$1,000.00
C. A. Shoop	1,000.00
G. W. Truitt	1,000.00
W. H. Jones, Jr.	1,000.00
Julian S. Carr	1,000.00
Willis J. Lee	1,000.00
K. B. Johnson	500.00
J. Beale Johnson	750.00
Mrs. M. Alice Johnson	1,000.00
A. B. Farmer	1,000.00
Job. G. Holland	500.00

Name	Amount
John King	500.00
Caleb B. West	500.00
W. Z. Atkinson	250.00
E. E. Holland	500.00
W. A. Harper	100.00
Mrs. W. A. Harper	50.00
S. E. Everett	100.00
J. O. Cox	100.00
W. P. Lawrence	100.00
Mrs. W. P. Lawrence	50.00
Jno. T. Cobb	100.00
W. C. Wicker	100.00
Mrs. Bessie Staley Cheatham	50.00
N. G. Newman	100.00
Mrs. Ruth Jones Kernodle	100.00
Mrs. J. O. Atkinson	50.00
Nannie E. Carleton	50.00
I. W. Johnson	100.00
G. O. Langford	50.00
Annie Staley	50.00
R. C. Cox	50.00
W. D. Harward	100.00
Mrs. Mabel B. Newman	25.00
Chas. E. Newman	50.00
T. E. White	100.00
H. C. Simpson	250.00
Mary Pritchard	50.00
C. H. Rowland	100.00
Thos. C. Amick	100.00
Maud Pritchard	50.00
Josie Pritchard	50.00
Mrs. B. T. Holden	50.00
Mrs. Jennie H. Trotman	50.00
H. Woodward	100.00
J. W. Manning	125.00
D. L. Boone	100.00
W. H. Boone	100.00
T. M. Bland	500.00
D. S. Farmer	500.00
Ned F. Brannock	100.00
E. L. Moffitt	50.00

Name	Amount
S. G. Rollings	100.00
J. H. McNeil	100.00
W. B. Wyrick	25.00
Mrs. J. B. Gay	50.00
E. L. Beale	25.00
W. H. Norfleet	25.00
J. B. Vaughan	200.00
J. A. Williams	50.00
J. P. Lee	100.00
Lyman Brothers	100.00
Ira P. Brinkley	25.00
B. D. Crocker	150.00
J. B. Philhower	50.00
R. B. Odom	100.00
J. W. Brinkley	150.00
Geo. T. Rawles	100.00
J. F. West	200.00
C. W. Richardson	50.00
C. C. Cox	50.00
J. W. West	200.00
E. T. Atkinson	100.00
Waverly S. Barrett	50.00
Ollie V. Cockes	50.00
O. J. Cockes	100.00
M. Hugh Barrett	50.00
I. T. Byrd	25.00
J. E. Rawles	250.00
Holland-Beamon Co.	300.00
J. P. McAdams	25.00
R. S. Petty	25.00
W. W. McKaughan	25.00
B. B. Phillips	25.00
Jas. A. Long	25.00
Chas. A. Hines	50.00
J. R. Truitt	50.00
Jas. M. Benton	75.00
E. D. Smith	100.00
L. E. Smith	100.00
Mrs. S. A. Caviness	100.00
J. R. Foster	100.00
W. B. Truitt	100.00

Name	Amount
W. B. Trogdon, Jr.	100.00
J. W. McLennan	100.00
L. A. Walker	150.00
Clyde Rudd	25.00
W. R. McKinney	25.00
W. G. Rudd	25.00
J. H. Rudd	25.00
J. M. Weatherly	25.00
A. O. Rudd	25.00
J. R. T. Caffey	25.00
Alfred Apple, Jr.	25.00
A. D. Gerringer	50.00
W. F. Andrews	25.00
Jas. A. Wagoner	50.00
J. H. Brooks	50.00
Apple's Chapel Church	100.00
C. T. Holt	100.00
W. F. Way	25.00
D. H. Albright	50.00
Samuel McPherson	25.00
W. C. McPherson	25.00
M. T. Fogleman	25.00
W. R. Sellars	25.00
R. L. Caviness	25.00
D. W. Kernodle	12.50
W. T. Warren	12.50
J. U. Sutton	12.50
C. M. Pritchett	25.00
D. M. Ireland	25.00
W. S. Sutton	25.00
H. C. Pollard	25.00
C. W. McPherson	50.00
L. M. Foushee	25.00
Mrs. Lacy Wicker	50.00
W. L. Thomas	25.00
Mrs. J. P. Avent	25.00
J. P. Avent	25.00
Mrs. J. D. Hill	25.00
J. B. Watson	5.00
Mrs. Sue Jones	50.00
Mrs. Willie E. Lee	25.00

Name	Amount
B. D. Jones	250.00
E. T. Holland	150.00
W. Q. Peel	500.00
W. Q. Peel	500.00
P. L. Everett	50.00
J. T. Jones	50.00
R. C. Norfleet	25.00
Julius T. Rawles	25.00
W. J. Holland	125.00
J. W. Folk	25.00
W. Ermotte White	25.00
W. H. Holland	25.00
David McClenny	25.00
J. T. Williams	100.00
P. W. Farmer	150.00
Mrs. M. F. Cook	50.00
T. M. Franks	100.00
J. E. Franks	50.00
John Murray	25.00
Mrs. J. E. Franks	25.00
A. P. Barbee	25.00
O. W. Mann	25.00
A. D. Pierce	25.00
M. Lester Mann	10.00
C. B. Franks	10.00
Buck Morris	5.00
E. F. Mann	5.00
G. V. Mann	5.00
R. M. Holland	5.00
G. R. Maynard	100.00
J. B. Harrison	25.00
Z. B. Austin	25.00
E. D. Smith	25.00
J. A. Smith	12.50
D. E. Austin	12.50
W. A. Smith	12.50
W. D. Eatman	10.00
J. V. Barnes	5.00
Mrs. J. B. Harrison	5.00
H. A. Poole	5.00
T. W. Trogdon	100.00

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Name	Amount
R. T. Vaughan and wife	$125.00
E. G. Magee	25.00
L. E. Holland	125.00
L. R. Jones	250.00
E. P. Jones	125.00
L. B. Norfleet	100.00
Charles Strayhorn	50.00
R. J. Rountree	50.00
W. H. Jones	100.00
E. C. Beale	50.00
W. A. Daughtrey	25.00
D. W. Darden	50.00
Mrs. J. R. Howell	25.00
H. W. Beale	25.00
J. L. Rountree	75.00
D. L. Rawles	50.00
S. Q. Eure	25.00
R. C. Norfleet	25.00
S. M. Smith	100.00
C. C. Peel	25.00
W. O. Farmer	50.00
W. L. Taylor	100.00
Jos. A. Foster	100.00
John H. McAden	100.00
Joe W. Stout	25.00
W. W. Tuck	60.00
R. C. Cotner	25.00
W. E. McClenny	50.00
A. J. Faucette	50.00
A. Gales Johnson	150.00
J. M. Crabtree	25.00
J. L. Freeman	25.00
D. D. Lisenby	25.00
J. L. Trollinger	25.00
Baraca Class, Palm Street Christian Church, Greensboro.	50.00
Philathea Class, Palm St. Christian Church, Greensboro.	50.00
J. W. Harris	25.00
C. A. Taylor	25.00
L. T. Barber	25.00
David Wrenn	25.00
D. M. Trollinger, Jr.	25.00

Name	Amount
Samuel A. Freeman	25.00
Nannie E. Trollinger	25.00
J. W. Wall	25.00
Mrs. S. H. Ballard	25.00
C. W. Banner	50.00
J. M. May	50.00
The Smitherman Co.	25.00
R. M. Carrier	50.00
D. M. Hollady	50.00
Wills Book and Stationery Co.	25.00
E. W. Walker	25.00
L. D. Hines	25.00
E. D. Summers	100.00
J. W. Long	125.00
J. F. McCulloch	25.00
J. M. Pinnix	25.00
W. M. Pinnix	25.00
R. J. Hall	250.00
R. M. Morrow	250.00
S. L. Dixon	25.00
M. B. Smith	25.00
J. M. Cook	250.00
A. D. Pate	50.00
W. M. Baker	25.00
A. E. Brannock	25.00
The Holt-Cates Co.	25.00
Freeman Drug Co.	100.00
Mrs. M. A. Walker	25.00
Mrs. F. E. Sellars	25.00
B. R. Sellars	50.00
Foster Shoe Co.	100.00
C. E. Hornaday	25.00
R. W. Malone	25.00
L. C. Fogleman	50.00
L. J. Fonville	250.00
H. E. McPherson	60.00
A. L. Thompson	25.00
J. C. Wilkins	100.00
J. W. Johnston	50.00
D. R. Purcell	25.00
J. H. McClure	25.00

Name	Amount
John B. Sharp	25.00
Jesse Sharp	25.00
F. H. Thompson	25.00
J. W. McPherson	150.00
H. H. Simpson	25.00
A. Q. Purcell	65.00
Psiphelian Literary Society	250.00
Philologian Literary Society	300.00
Clio Literary Society	250.00
W. J. Fix	25.00
F. L. Williamson	250.00
S. G. Moore	25.00
W. L. Wells	50.00
D. M. Moore	25.00
J. D. and L. B. Whitted	50.00
W. H. Turrentine	100.00
J. H. Watson	50.00
Geo. M. McCullers	25.00
J. L. Sorrell	25.00
L. D. Stephenson	25.00
W. R. Hobby	25.00
Zeb Vance Judd	25.00
J. C. Smith	25.00
David Stephenson	25.00
J. W. Patton	50.00
M. C. Sorrell	100.00
R. H. Utley	50.00
S. R. Lee	25.00
N. R. Stephenson	25.00
R. S. Brown	25.00
S. M. Rowland	25.00
J. Milton Banks	25.00
J. L. Brown	25.00
E. B. Utley	50.00
Bennett Rowland	25.00
J. C. Rowland	25.00
L. J. Wood	25.00
B. D. Cotten	25.00
A. F. Smith	25.00
W. J. and C. A. Ballentine	25.00
J. D. Johnson	25.00

Name	Amount
A. F. Johnson	25.00
F. H. Taylor	25.00
Mamie and Sudie Sexton	25.00
John A. Mills	100.00
A. A. Rowland	25.00
J. T. Hobby	50.00
C. H. Stephenson	50.00
W. B. Mann	100.00
F. J. Pierce	25.00
J. T. Holt	25.00
Chas. J. Parker	50.00
J. H. Fleming	50.00
Roy M. Banks	25.00
F. O. Moring	125.00
O. P. Winstead	50.00
L. L. Vaughn	50.00
Sam M. Burritt	25.00
A. M. Long	25.00
W. S. Long	25.00
T. E. Green	25.00
W. A. Green	25.00
Joseph Johnson	25.00
A. M. Johnson	25.00
W. M. Johnson	25.00
E. B. Taylor	25.00
H. H. Utley	125.00
G. C. Davidson	72.50
B. W. Card	50.00
C. W. Fowler	25.00
D. W. Watson	50.00
R. N. Cook	125.00
Chas. D. Johnston	100.00
John D. Kernodle	100.00
J. Adolph Long	50.00
J. B. Robertson	50.00
Albert J. Thompson	75.00
C. E. Pritchette	100.00
Bettie Stephenson	25.00
E. M. Carter	25.00
H. O. Wallace	25.00
J. F. Beaird	25.00

Name	Amount
J. O. Moon	25.00
Mack Hamlin	25.00
J. T. Clack	25.00
Mrs. C. R. Moon	25.00
John S. Sledge	25.00
J. H. Milam	25.00
W. H. Elder	25.00
R. M. Brown	25.00
R. L. Fetner	25.00
I. D. Harris	25.00
M. J. Ingram and Carl Jennings	25.00
T. J. Burton	25.00
C. M. Dollar	25.00
J. D. Dollar	25.00
J. W. Willingham	25.00
M. W. Knight	25.00
J. C. Harris	25.00
W. D. Mitchell	125.00
O. O. Mitchell	25.00
W. M. Orr	25.00
W. D. Lashley	25.00
Mrs. Dr. C. H. Swint	25.00
Mrs. E. A. Floyd	25.00
C. W. Stevens	25.00
C. H. Stephenson	25.00
W. J. Blackman	25.00
G. F. Blackstone	25.00
J. J. Carter	25.00
Mrs. W. M. Adamson	25.00
Walker Pearson	125.00
J. C. Felton	50.00
J. T. Gibson	25.00
A. M. Hanson	25.00
J. M. Welch	125.00
M. J. Halman	50.00
R. A. Justice	25.00
J. E. B. Williams	25.00
J. F. Tidwell	50.00
C. L. Gibson	25.00
W. A. Smith	25.00
I. M. C. Bryant	25.00

Name	Amount
Byron Butts	25.00
J. H. Floyd	100.00
J. R. Highsmith	50.00
G. F. Partridge	25.00
W. K. Kitchens	25.00
J. M. Roberts	25.00
J. T. Cox	25.00
Henry B. Floyd	100.00
C. W. Carter	25.00
B. F. Young	25.00
G. D. Hunt	25.00
J. W. Short	25.00
R. H. Reynolds	25.00
W. L. Osborne	25.00
J. F. Hill, Jr.	25.00
W. T. Hodges	25.00
J. E. Smith	25.00
M. G. Bishop	50.00
G. D. Davis	25.00
G. L. Newsom	25.00
Mrs. E. C. Ware	25.00
W. T. Beggs	25.00
W. N. Mitchum	25.00
B. W. Williams	25.00
T. B. Bell	50.00
L. L. Ryalas	25.00
J. F. Posey	25.00
C. E. Tyner	25.00
W. W. Willingham	25.00
W. E. Smith	25.00
E. L. Cook	25.00
W. G. Smith	25.00
J. M. Gallman	25.00
N. E. Parrott	25.00
J. W. Patterson	25.00
J. L. Cox	25.00
W. W. Elder	25.00
J. R. Godfrey	25.00
D. S. Hogg	25.00
F. H. Elder	50.00
J. M. Coker	25.00

Name	Amount
S. E. Denton	25.00
L. H. Stewart	25.00
L. H. Whitley	50.00
L. P. Holland	100.00
Archie Brothers	50.00
Theo. C. Harrell	25.00
L. S. Parker	25.00
C. C. Copeland	25.00
J. R. Corbett	25.00
Mrs. M. L. Jones	125.00
H. E. Rountree	50.00
D. A. Keys	50.00
T. A. Jones	125.00
Jesse and Sidney McClenny	25.00
J. W. Harrell	25.00
E. E. Holland	200.00
A. T. Holland	100.00
Herbert Scholz	100.00
A. M. McCauley	50.00
D. T. Neville	50.00
J. Lee Johnson	100.00
J. D. Gunter	50.00
G. R. Underwood	25.00
H. F. Wolfe	25.00
J. W. Boon	25.00
F. G. Alley	25.00
J. M. King	25.00
J. D. Wicker	25.00
J. Byrd Ellington	100.00
J. Walker Kelly	25.00
Jas. H. Murray	25.00
E. A. Johnson	25.00
J. J. Bridges	25.00
R. Y. Penny	25.00
Jas. L. Foster	175.00
J. E. Langston	25.00
L. F. Johnson	25.00
G. S. Catlett	25.00
T. L. Moss	25.00
S. W. Johnson	25.00
W. H. Mills	25.00

Name	Amount
J. C. Stuart	25.00
W. C. Whitaker	50.00
D. I. Langston	100.00
W. H. H. Jones	25.00
W. T. Young	500.00
M. A. Reitzell	25.00
Mrs. T. Helen Winborne	100.00
A. T. Banks	25.00
J. I. Murray	25.00
People's House Furnishing Co.	100.00
Cora D. Lawrence	25.00
J. A. Turrentine	50.00
S. F. Phillips	25.00
E. Moffitt	50.00
E. B. Hatch	50.00
H. E. Moffitt	25.00
O. T. Hatch	50.00
W. L. Brewer	25.00
T. W. Lawrence	25.00
O. D. Lawrence	25.00
L. I. Cox	25.00
J. F. Morgan	100.00
J. J. Allen	50.00
J. J. Palmer	25.00
T. J. Green	25.00
F. M. Wright	25.00
C. C. Phillips	25.00
Hiram Freeman	50.00
Willie H. Freeman	25.00
William Keith	25.00
J. M. Farrell	25.00
Haywood Morgan	25.00
W. O. Cox	25.00
J. P. Morgan	25.00
W. E. Lowe	100.00
J. M. Wright	25.00
Mrs. T. J. Green	25.00
H. A. Albright	25.00
R. D. Kern	25.00
J. B. Morgan	25.00
M. W. Freeman	25.00

S. C. Freeman	50.00
S. H. Freeman	50.00
A. W. Brown	25.00
W. Henry Freeman	25.00
A. G. Higgins	25.00
J. A. Rice	25.00
E. C. Yow	25.00
S. L. Hayworth	25.00
Hugh Parks, Jr.	25.00
G. H. Black	25.00
T. A. Moffitt	50.00
J. A. Parks	25.00
E. F. Cagle	25.00
J. N. Cagle	25.00
C. C. Johnson	75.00
G. S. Watson	250.00
S. B. Klapp	25.00
J. W. Atkins	50.00
W. B. Madison	25.00
L. D. Rippy	100.00
C. E. Kernodle	50.00
A. L. King	25.00
J. D. Wilkins	50.00
A Friend	50.00
W. A. Paschal	25.00
L. C. Huffines	25.00
C. R. Kernodle	25.00
R. P. Crumpler	50.00
P. T. Klapp	25.00
J. M. Simpson	25.00
B. J. Earp	25.00
I. N. W. Garrison	25.00
E. D. Dunn	50.00
A. F. Iseley	100.00
H. A. N. Apple	25.00
J. H. Gilliam	25.00
M. V. Brown	25.00
Mrs. Margarette Waynick Wilkins	25.00
J. L. Kernodle	500.00
R. J. Kernodle	100.00
B. L. Simpson	25.00
H. D. Lambeth	50.00

Name	Amount
Mrs. E. H. Morris	25.00
J. P. Huffman	50.00
Mrs. N. F. Brannock	50.00
J. J. Lambeth	50.00
J. R. McNally	50.00
Joseph C. McAdams	50.00
A Friend	25.00
Mary Lou Pitt	50.00
Linda Barnes	50.00
Ethel Clements	50.00
Cornelia Bryan	50.00
J. V. Knight	25.00
J. B. Gerringer	100.00
W. T. Lewis	25.00
C. A. Hughes	50.00
S. J. McCauley	50.00
J. O. Atkinson	50.00
Florence Wilson	50.00
J. R. Parks and Sons	100.00
Z. V. Strader	50.00
W. J. Moten	25.00
J. E. Sapp	25.00
Talmage R. Preston	50.00
A. W. Preston	50.00
T. J. Preston	25.00
V. O. Roberson	75.00
Alpheus Moffitt	25.00
N. D. York	100.00
J. O. Fowler	25.00
J. H. Fowler	25.00
J. B. Faerrington	100.00
D. S. Long	50.00
W. N. Pritchard	25.00
Everett W. Neville	50.00
J. E. Harward	50.00
A. F. Harward	25.00
J. H. Harward	25.00
J. L. Harward	50.00
J. B. Farrell	25.00
A. J. Bray	50.00
S. Dace McPherson	100.00

Name	Amount
C. C. Mulholland	25.00
J. J. Pritchard	50.00
Fred B. Pritchard	50.00
W. H. Pritchard	50.00
J. Albert Riggsbee	50.00
Annie Corinne Bagwell	25.00
A Friend	50.00
C. R. Heater	50.00
W. L. Smith	25.00
W. F. Warren	50.00
H. P. Cline, Sr.	75.00
Mrs. T. W. Chandler	75.00
Mrs. J. C. McAdams	50.00
W. E. Lindsay	50.00
Henry D. Gilliam	25.00
Mrs. M. E. Pugh	25.00
Mabel Pugh	25.00
S. G. Lindsay	50.00
Mrs. Annie Harden Rives	25.00
G. R. Fuller	25.00
J. V. Dick	25.00
A Friend	100.00
Ministerial Association Elon College	100.00
G. E. Jordan	100.00
E. L. Daughtry	50.00
Hotel Huffine	25.00
Samuel L. Adams	25.00
John T. Kernodle	100.00
R. C. Hook	25.00
J. H. Park	25.00
J. A. Wotring and wife	25.00
A. S. Anderson	25.00
L. C. Hook	25.00
Mrs. B. A. McCurdy	25.00
M. C. Garvin	25.00
W. T. Walters	50.00
J. E. Lincoln	25.00
R. L. Williamson	50.00
Samuel Earman	40.00
Mrs. J. B. D. Rhodes	25.00
A. W. Andes	50.00

Name	Amount
Jno. W. Harden	100.00
E. L. Henderson	25.00
Mrs. W. H. Holt	25.00
Mrs. W. W. Staley	100.00
Geo. W. Barker	25.00
Mrs. M. L. Holton	50.00
D. W. Brown	50.00
Percy G. Gunter	100.00
Mrs. J. P. Barrett	25.00
V. R. Holt	25.00
A Friend	200.00
G. Albert Kernodle	25.00
B. J. Vestal	25.00
W. K. Holt	100.00
W. H. King	25.00
Chas. W. Moseley	25.00
J. H. Reitzel	50.00
Mrs. I. W. Pritchard	25.00
I. W. Pritchard	125.00
E. P. Williams	25.00
F. N. Bridges	25.00
Joel E. Harrell	25.00
R. H. Porter	25.00
B. Guy Porter, Jr.	50.00
J. R. Liles	50.00
B. L. Nichols	125.00
T. E. Brickhouse	25.00
J. H. Blanchard	25.00
Jasper T. Harrell	25.00
J. M. Jones	50.00
S. A. Etheridge	25.00
A. J. Glover	30.00
E. J. Brickhouse	100.00
J. J. Pitt	25.00
T. E. Porter	25.00
J. E. Harrell	25.00
Thos. A. Walker	25.00
Mrs. Thos. A. Walker	25.00
Mrs. J. W. Harrell	25.00
Jno. W. West	100.00
W. H. Ford	100.00

Name	Amount
R. T. West	100.00
W. T. Daniel	25.00
A. F. Richardson	25.00
J. H. Hamlett	50.00
J. D. Gray	200.00
C. F. Loehr	25.00
R. H. Peel and wife	25.00
Mrs. Dr. J. M. Raby	25.00
C. H. Harris	50.00
C. C. Jones	25.00
Mrs. J. J. Lincoln	25.00
L. B. Faison	25.00
Percie W. Richardson	25.00
Warner F. Richardson	25.00
Mrs. L. B. Faison	25.00
Hugh L. Holland	100.00
W. C. Moore	100.00
Leroy Pope	25.00
J. S. Copeland	50.00
C. B. Godwin	200.00
L. L. Eley	50.00
A Friend	50.00
I. A. Luke	250.00
Z. M. Caveness	50.00
C. R. Fulgham	250.00
J. T. Williams	100.00
A. T. Holland	100.00
J. E. Henderson	25.00
R. E. Brothers	50.00
W. T. Smith	50.00
W. G. Saunders	50.00
J. H. Macleary	100.00
H. M. Macleary	25.00
A. W. Oliver	25.00
Geo. W. Nurney	50.00
Wm. H. Barnes	25.00
C. E. Holland	100.00
Ballard and Smith	200.00
R. C. Harrell	25.00
J. H. Kelly	25.00
M. M. Williams	25.00

Mrs. M. C. Riddick	50.00
W. E. Brinkley	25.00
Schiffman Jewelry Co.	50.00
Jennie Godwin	50.00
I. W. Parks	25.00
C. G. Foushee	25.00
Burk & Williams	25.00
Chas. A. Walker	25.00
Odell Hardware Co.	100.00
J. W. Pinnix	25.00
W. A. Grimes	25.00
A. P. Gaster and St. John's Church	25.00
Alfred Hayes	25.00
J. S. Carden	25.00
A. W. Scoggins	25.00
Mrs. J. K. Ruebush	50.00
Mrs. A. B. Judd	25.00
Mrs. Irene Johnson Cook	25.00
W. G. Clements	25.00
T. A. Barbee	500.00

What this Fund Means to the College

INTRODUCTORY WORDS: The meaning of this fund is far deeper in significance than the mere addition of a few thousand dollars to the value of the College plant; it means growth of influence, enlarged sympathy from the constituency, and deepened faith in it of all its friends. We did not know what a hold Elon had on the Church and the public generally until the effort was made to raise this fund to put the College out of debt and enable it the better to perform its mission. After the campaign began, it proved not to be an effort at all on the part of the field agent, but a pleasure to allow the friends the opportunity they were anxious for and which they accepted with avidity, not even allowing the field agent to stop for the Christmas holidays, or bad weather, for even when he could not be in the field, the money came in through the mail.

It has helped the College and it has helped the Church that did this generous thing and it has helped the friends who were liberal toward us, though not of the Church; for giving in the proper spirit always helps both giver and recipient, and these gifts were hilarious gifts, gifts that carried the smile with them and the hearty good wishes of the giver for the College and the success of the fund.

The press of this and other states was very generous of its space in commenting on the achievement of this forward movement, and we would be glad herewith to print the full text of all their generous compli-



THE WEST DORMITORY—SIDE VIEW

Showing Annex, in which on the first floor is the Gymnasium and on the second floor the College Dining Hall. Young men enter this dining hall from the stairway shown on the outside of the Annex. The famous College Well is to the right—no longer regularly used, but rich in traditions.

BUILT BY THE SPECIAL FUND



CORNER COLLEGE DINING HALL

This spacious room, in the 40 x 80 Annex of the West Dormitory, second floor, has a seating capacity of 240. Here are held the Alumni Banquets and the other public meals of the College year. The silver and other equipments of this room were given by Mr. G. W. Truitt, of Suffolk, Va.

DINING HALL ITSELF BUILT BY SPECIAL FUND

ments, but can give only a few excerpts, that our friends may see how the newspaper fraternity regards the College they generously helped at a critical time.

ELON GOES FORWARD

Glad and good news indeed is that which President W. A. Harper's report carries this week. "Subscriptions to the Special Fund of $50,000 are all in." Brethren, if this is not enough to make us all take fresh courage and rejoice, then nothing is.

Raising this special fund of $50,000 has been a revelation:

1st. Of ourselves to ourselves. We simply did not know we could do it so readily, so generously, so enthusiastically. We had not measured aright our willingness and our ability to contribute in this fine fashion, even to so good a cause. This has helped wonderfully to measure our strength and show that we are willing and that we can. We do not believe there is a man among us who once thought it could be done so happily and so quickly.

2. Of how deep and how universal, amongst our friends and the brotherhood, is the interest in and love for Elon College. We do not believe it had occurred even to President Harper and his Faculty when the general canvass was begun, how universal was the love for Elon, and how far and wide the interest in its success and progress was. And so everywhere Harper went, in Alabama and in Georgia, in Virginia and in North Carolina, he found people not only acquainted with Elon and its great work, but in love with it as a great church institution, and ready to give of their means to its support and its progress. Raising this Special Fund has taught us, as nothing else ever has, what a hold, what a profound and tenacious grasp, Elon has on the minds and hearts and purse strings of our people and good friends.

3. Of our unity, our brotherly love, and of our spirit of co-operation in a great cause. Many gave to this fund because it was a call of the church, a plea from our Convention and our Conferences. This was sufficient for many, to know that the church felt the need and had issued the call. Brethren, we

have learned to stand together in a great undertaking, and to accomplish somewhat in the name of our common cause.

All honor to former President Moffitt who began to work. All honor to President Harper who has carried it forward to completion. But more honor and most honor still to the generous hearts and liberal souls elsewhere who have contributed their means and earning to make the task possible. May a kind and wise Providence teach us all to be humble, thankful, grateful, and give us fresh courage with which to undertake and to do even far greater things in His name and for the advancement of His kingdom in the earth. A grateful people, with hearts full of unspeakable joy, bow in humble reverence before the Giver of all good in that He has taught us, and will further teach us, how to give and how to be true and generous, and liberal, and loyal.—*The Christian Sun.*

WE REJOICE WITH ELON

Elon College is a fine and useful young institution, and all will rejoice with its Facutly, trustees and supporters in the news that its progressive young President has completed the fund of $50,000. Among the largest contributors are Gen. J. S. Carr (of course), Mr. K. B. Johnson, Mrs. K. B. Johnson, and Mr. Beale Johnson, of Wake County. They have been generous and the money they have thus invested will pay large dividends in educating youths long after they are dead.—*Raleigh News and Observer.*

RAH, RAH, ELON COLLEGE

Our news columns yesterday carried the cheering intelligence that President Harper, of Elon College, had succeeded in raising the entire amount of the $50,000 special fund to finish paying for the West Dormitory and the central lighting, heating and power plant. Friends of the institution everywhere congratulate this splendid institution on the success of the undertaking. It is announced that Greensboro people contributed $3,000 of the fund.

Elon College is doing a fine work in the field of Christian education, and the lifting of debt in this case will enlarge its powers for usefulness. It is one of the prettiest places in the state and controlled by people who are in love with their work for the work's sake. To them, and to all friends of the College, we extend hearty congratulations.—*Greensboro Daily News.*

GOOD NEWS FROM ELON

Good news from Elon! President Harper sends us the glad news that the fifty thousand dollar fund, begun by Ex-President Moffitt before he retired, has just been completed. Hurrah for Harper and Elon and the cause. Then to cap the climax he adds: "We have 250 students!" Truly Elon is marching on to victory, and may she ever enjoy the blessings of God, and press on to yet greater things which are yet to come, and they are coming. Let us keep close to God and these blessings yet to come will come right.—*Herald of Gospel Liberty.*

CONGRATULATIONS TO ELON

We congratulate our Christian brethren on the completion of the task of raising $50,000 to pay the debt incurred in building needed buildings at Elon College. President Moffitt began the canvass, and President Harper has completed it by a vigorous effort of a few months. The College will now feel freer to go forward hopefully with the good work for which it exists.—*Methodist Protestant Herald.*

ELON COLLEGE RAISES $50,000

We note with pleasure that President Harper, of Elon College, has just completed the raising of $50,000 for his institution. This money goes to pay for the handsome three-story press-brick West Dormitory, and for the heating, lighting and

water plant for all the College buildings, which improvements were recently made.

There were 719 contributors to this fund, from eight States, and all denominations had a part in it. Eleven individuals gave a thousand dollars each, the gifts ranging all the way from that amount to $25. Those who gave one thousand dollars are as follows: General Julian S. Carr, Senator J. E. West, Wm. H. Jones, Jr., G. W. Truitt, Willis J. Lee, Mrs. K. B. Johnson, J. Beale Johnson, Kemp B. Johnson, A. B. Farmer, W. Q. Peele and C. A. Shoop. The first contribution to the fund was made by Col. J. E. West, Suffolk, Va., and the last by Mr. T. A. Barbee, of the same city, Mr. Barbee's subscription being for $500.

The raising of this fund puts Elon on a firm basis financially and opens up a larger future. The College, now in its twenty-second year, has, according to the News and Observer, 250 students, four buildings, a twenty-five acre campus, seventeen professors, and the income on an endowment of $76,200.

This paper always rejoices in the progress that attends our educational institutions and so we rejoice with Elon in this great good fortune and the confidence this handsome gift shows the people have in the institution.—*Presbyterian Standard.*

A CHRISTIAN ENDEAVOR COLLEGE PRESIDENT

Elon College, North Carolina, has for its president one of the youngest men in the world to hold such an office, if not, indeed, the youngest, President W. A. Harper. He is a former president of the North Carolina Christian Endeavor Union, and is still an ardent Christian Endeavor worker, furthering the cause of Christian Endeavor in his College. He has recently completed the raising of $50,000 for his institution, which goes to pay for the building of a handsome dormitory and for a heating, lighting, and water plant for all of the College buildings. We rejoice with President Harper, and wish him a continuance of his good fortune and success.—*C. E. World, Boston.*

GREAT WORK DONE

President Harper, the young and enthusiastic president of Elon College, was in Raleigh yesterday on his way home from Suffolk, Va., where he had finished raising the $50,000 special fund needed for Elon College. It has been a great work well done.

This fund is to pay for the handsome three-story brick dormitory for young ladies erected six years ago, and for the heating, light and water plant, a system which serves the entire College, erected also at that time. The fund for this was begun about two years ago by former President Moffitt, of the College, and nearly one-half of it was raised before his resignation in June last. In September of last year President Harper took the field to secure the balance of the fund and this is now in hand.

The raising of this money places Elon on a firm foundation financially, and opens up a large future. The College, now in its twenty-second year, has four commodious buildings, a 25-acre campus, the income on the equivalent of $76,200 endowment, and a Faculty of seventeen members. There are 250 students at this time and the College is in fine shape.

The friends of the College in all parts of the State and of the country will rejoice greatly of this great good fortune, but especially will the Christian Church in North Carolina rejoice, for the Christians are responsible for Elon College, its progress and its success.—*News and Observer.*

ELON'S PROGRESS

All friends of higher education should be pleased to note the continued growth of Elon College, and we congratulate President Harper and his co-laborers in completing the raising of $50,000 for that institution of learning. This fund goes towards paying for a handsome new dormitory and other needed improvements, and puts the College on a firm financial basis for greater usefulness.

This College, although one of the latest established, is now one of the most prosperous in this State and is doing a great

work. It now has 250 students, seventeen professors and the income on an endowment of more than $75,000. We sincerely hope that it will continue to meet with the great success which it so much deserves.—*Chatham Record.*

ELON FUND RAISED

President Harper has just made the announcement that the special fund of $50,000 for Elon College had been completed. He has been at work on this fund ever since the latter part of September and has completed it within less time than seemed possible when he undertook the task. President Harper says it was not easy to refuse to let people give when they really wanted to, as they certainly did in this case.

The completion of the fund, to which there have been 719 separate contributions, brings great rejoicing to many in this city, and will to Elon's friends everywhere. It is interpreted as meaning a new era of growth and prosperity for the College, for it has made the institution many friends. Eight states and seven conferences had part in it.—*Raleigh Evening Times.*

$50,000 FOR ELON

President Harper, of Elon College, N. C., makes the gratifying announcement that the Special Fund of $50,000 for Elon College has been completed. He began to work on this Fund the latter part of September and has completed it within less time than seemed possible. President Harper says it was not easy to refuse to let people give when they really wanted to. He smiles and declares simply that he did not have the heart to refuse them the opportunity they desired.

The completion of this fund, to which there have been 719 separate contributions, brings great rejoicing to the large number of members of the Christian Churches in this city and section, and to Elon's friends everywhere. It is interpreted as meaning a new era of growth and prosperity for the College, for it has made the institution many friends. Eight states and

seven conferences have had part in it. Senator J. E. West, of Suffolk, Va., had the honor of making the first gift of $1,000. T. A. Barbee, a native of North Carolina, but now a citizen of Virginia, and a resident of the city of Suffolk, gave the last $500. Capt. Willis J. Lee, Gen. Julian S. Carr, K. B. Johnson, J. B. Johnson, A. B. Farmer, Mrs. K. B. Johnson, G. W. Truitt, William H. Jones, Jr., W. Q. Peele, and C. A. Shoop, each gave $1,000. The other gifts ranged from $700, donated by Congressman E. E. Holland, down to $25.00.

The fund was begun about three years ago by former President E. L. Moffitt, who saw nearly one-half of it raised before his resignation last June. The fund pays for the elegant West Dormitory and the central heating, lighting and power plant. We extend our congratulations.—*Virginian-Pilot, Norfolk, Va.*

ELON'S FORWARD STEP

President Harper, of Elon College, makes the gratifying announcement that the last dollar of the fifty thousand dollar Special Fund for that College has been raised. The growth of the College necessitated new and larger buildings and former President Moffitt and the Trustees decided to appeal to the friends of education, in and out of the Christian Church, to raise $50,000. When he came into the presidency, President Harper gave himself with enthusiasm to the completion of the fund, and yesterday the last dollar was subscribed.

Elon College is twenty-two years old. When the Christian Conferences of North Carolina, Virginia, and other Southern States, decided to establish that institution, they opened its doors with one building and a small enrollment. They now have four large buildings, an endowment fund that yields the equivalent of an income on $76,000, two hundred and fifty students, seventeen professors and teachers, and the completion of this Special Fund is a great help to the institution.

There is an important work for the small College. These Colleges have trained many of America's leaders. With inspiring teachers, who come in close contact with the students, the ambitious boy gets a benefit from personal contact with the professors, that no great university can give. Elon has done a big work in North Carolina and is now on a basis to enlarge its usefulness.—*The Raleigh News and Observer.*

Words of Appreciation from the President of the College and Field Agent

On January 24, at 12:45 p. m., the Special Fund was completed. Brother T. A. Barbee, Suffolk, Va., at 10 o'clock that morning proposed to Dr. Staley and me that he would give the last $500. That left us $350 to raise. "We will do one of three things," said Dr. Staley, "in response to that magnanimous proposal: we will get it, pay it ourselves, or leave town." Within three hours the brethren and sisters had given it to us. Their names appear in another column. Their names also, I am persuaded, will appear in another place, the Lamb's Book of Life, and with them will appear the names of some 700 others who have given cheerfully, liberally, generously to the cause of Christ as Elon represents it. Thanks to every one of the 719 devout spirits whose loyal hearts have made the raising of this magnificent fund possible. The greatest task ever undertaken by our people has been finished and everybody feels good over it. It has been a movement by the entire Church, and so it was easy to accomplish its fulfillment. The raising of this fund has taught us what we can do, when we unite our efforts and place our trust in God. I think the entire church should take courage in this achievement for larger, better, greater work for the kingdom and, after singing the doxology in their hearts, turn to Paul's letter to the Phillipians 4:4, and do what it says: "Rejoice in the Lord alway, and again I say, Rejoice."

I wish to thank the church at large for its ready, willing, anxious response to the appeal of the College. I have been treated everywhere most royally, but always as the representative of the College. For every kindness showered upon me, unworthy though I felt then and do now of it, I am grateful. I am grateful for every subscription that has been made, whether to Dr. Moffitt under whose administration nearly half the fund was subscribed, or to me, or to one of our many ready and willing helpers, for these subscriptions were made to a cause, the cause of Christian education, and not to the individuals who were providentially the channels through which these subscriptions were made. I am as grateful to Col. J. E. West, who on March 10, 1909, gave Dr. Moffitt the first subscription of $1,000 for the fund as I am to Brother T. A. Barbee, who on January 24, 1912, signed the last subscription for $500 in the presence of Dr. Staley, Rev. I. W. Johnson, Mr. H. H. Holland and myself. I thank every one, not as a personal favor, but as rejoicing with him in the help he has given a good cause at a critical time and in the impetus he has thus imparted toward the making possible of a nobler, greater Elon.

I must in this public manner record my appreciation of the loyal support given the fund by our Church organ, The Christian Sun. Its tune has never been other than that of completest harmony. It has been generous of its space, firm in its advocacy, devoted in its utterances, and inspiration throughout. To Dr. Atkinson's solid stand and the publicity he gave the fund in the paper, I firmly believe the early consummation of the end has been reached. The Christian Sun by its invaluable support at this crisis has endeared itself to our people and done the College a signal service of love.

I must thank Dr. Newman, who as Dean of the College, has cared for the student body with marvelous success, and Prof. A. Liggett Lincoln, who has taken care of the receipt of money in the office and of the office correspondence with such universal satisfaction, and every member of the College Faculty, who, as a body and as individuals, have held up my poor hands on every occasion. The students deserve loud praise for their intense sympathy for and ready response to the fund, and so do the citizens of our town, who have shown their love and devotion not only by wishing the fund well, but by contributing most liberally to its needs. Nor must I pass over in silence those whose names do not appear in the number of subscribers to the Fund. All our people wished to subscribe, but many could not. They gave us their sympathy and prayers, and that helped mightily, and I am sure they will rejoice equally with those who gave in the successful completion of this portion of the Lord's work entrusted to the Christian Church to perform.

"Finally, my brethren, rejoice in the Lord." Phil. 3:1.—*Reprinted from Christian Sun.*

JOS. J. STONE & CO., PRINTERS AND BINDERS
GREENSBORO, N.C.

ELON COLLEGE

BULLETIN

ELON COLLEGE





CAMPUS VIEW FROM DEPOT

This is the stately, appealing scene that greets the eye of the passengers on the train as it stops at the depot. In the foreground is the West Dormitory, to the right of which rises the commodious Administration Building.

Preparatory Department Bulletin

General Statement: The Preparatory Department of Elon College is under the control of the same administrative officers as the College itself. All the statements in the Catalogue Number of the College Bulletin relative to location, equipment, government, cost, and the like apply to the preparatory students as well as to the College students, and all questions with reference to the Preparatory Department should be directed to the President of the College.

Why Does Elon Maintain Such a Department: We would much prefer not to be forced to maintain it, but the work of the Preparatory Schools is so slow and in many places so unsatisfactory that we are forced to provide instruction for those who come to us not fully prepared to enter the Freshman Class. The grade system of promotion in the public schools whereby deficiency in one or two studies keeps a student back in all his other studies, works such hardship and injustice in many instances that some escape seems necessary for the sensitive spirit of youth, or else discouragement nips his education in the bud and



ANOTHER CAMPUS VIEW

To those strolling along Lebanon Avenue, which runs parallel with the track of the Southern Railway, the campus presents in the early spring this beautiful scene of retired, sequestered, inviting beauty.

he goes out into life improperly prepared. In the Preparatory Department of the College each student pursues such studies as he is prepared to take, and he is advanced just as rapidly as he can possibly go.

Thoroughness and Rapidity of the Work in This Department: The progress made by a preparatory student here and in the ordinary secondary school is hardly to be compared, either in thoroughness or in rapidity. Much more rapid progress is attained by reason of the fact that the recitation periods are fifty minutes long and that distracting influences and allurements are lacking. The thoroughness of the work, as compared with that of the ordinary high school, is easily explicable when it is recalled that the teachers who do this preparatory work are graduates of the best colleges and universities of the country and are men of proven ability as disciplinarians and instructors.

Other Advantages: There is inspiration for the preparatory student also in associating with those who are maturer in years and scholarship, and the high standards of literary work maintained in the class rooms, lecture halls, and literary societies encourage him to do his best. The ease and freedom accorded him and the self-reliance necessitated by the College environment are powerful forces making for character and also powerful in their incentive to excellence of work and of results. The fact that each student goes to his own room to study when not on recitation does much to quicken scholarship and relieve the ennui which is natural to the sitting-in process which cannot be avoided in the local high school, a process which is in many cases undermining to health



THE ADMINISTRATION BUILDING

Here are held all public exercises and recitations in the literary department. One of the most substantial College edifices in the Southern States. Equipped with the most modern recitation seats and school-room appliances. Society Halls, President's Office, Y. M. C. A. Hall, Chemical, Biological, and Physical Laboratories, College Auditorium, Reading Room and Library, are all in this building.

as well as tormenting to the body and disastrous to scholarship, which flourishes best where there is quiet and where a pleasing posture of the body can be assumed.

Special Department Studies: Preparatory students are admitted to the Music, Art, Expression, and Commercial Departments on the same terms as students of the College. Many parents find it impossible to furnish competent instruction in these special studies while their children are preparing at home for College and so find it very convenient to send them here, where they get the very best special training and better preparatory advantages in the literary branches than they can get at home. The College Catalogue, free upon application to the President, gives full particulars in regard to all these departments.



WEST DORMITORY—FRONT VIEW

For young ladies. Contains Music Studios and Practice Rooms, Art Studio, Expression Department, Parlors and Reception Rooms. Equipped with all modern conveniences and handsomely furnished. A delightful, home-like edifice. The 40 x 80 annex of this building on its rear contains on its first floor the Gymnasium and on its second floor the College Dining Hall. Young men enter this Dining Hall from a stairway on the outside.



THE EAST DORMITORY—FOR YOUNG MEN

Equipped with all modern conveniences and substantially furnished with oak suits. A delightful centre of College life and spirit. Directly in front stands the noble oak tree, under whose arching branches and kindly shade, the decision was reached to locate the College here and call its name Elon.

The Course of Study

GENERAL STATEMENT: The Course of Study in the Preparatory Department prepares for the Freshman Class in Elon College or in any other college or university, and its Certificate of Proficiency will be accepted in lieu of examination for entrance. The Course admits of some latitude of choice on the part of the student, but must consist of fourteen units. A unit is a full year's work of five recitations per week. These units must be chosen from the subjects printed below. The following number of units are required: English three, Latin three, Mathematics three. The other five units may be made up as the candidate desires from Latin, Greek, Mathematics, German, French, History, and the Sciences. Full credit will be given for all preparatory work done before coming here, and it is estimated that if the sixth grade or the seventh has been satisfactorily completed the candidate can make the remainder of the fourteen units here by diligent application within two years.

COURSE OF STUDY DETAILED BY UNITS

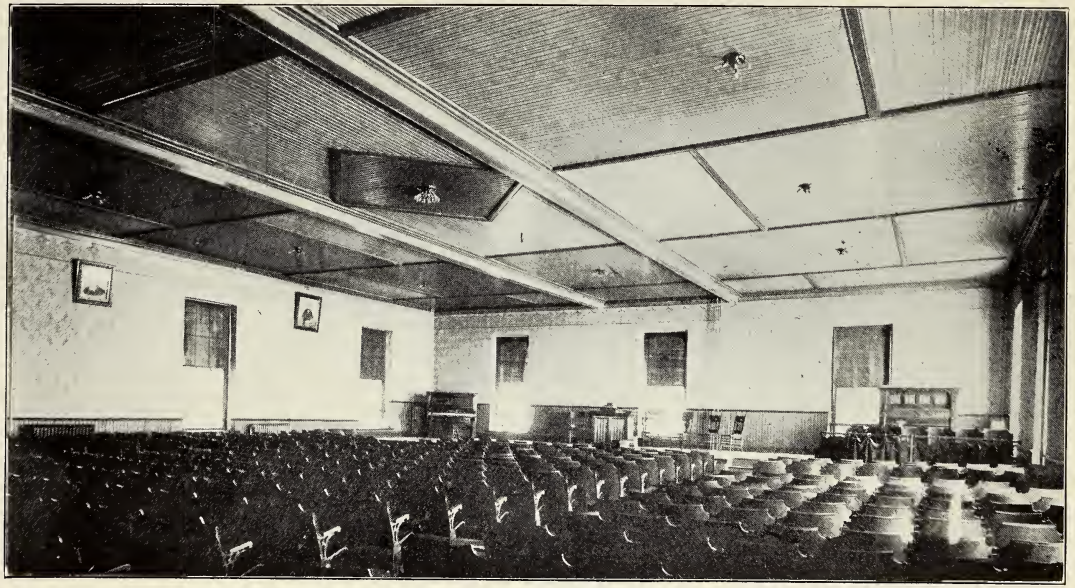
ENGLISH

English A—1 Unit.

A standard English Grammar and accompanying Composition work.

English B—2 Units.

Elements of Rhetoric, such as Genung's Outlines of Rhetoric, and College Requirements, which includes familiarity with the following English classics or their equivalent:



AUDITORIUM IN ADMINISTRATION BUILDING

Equipped with comfortable, stationary, opera seats. Seating capacity, exclusive of aisles, rostrum, and rooms to the rear, of about 600. Here the College assembles for daily Chapel Exercises, Sunday-school, Christian Endeavor, Y. W. C. A., and Church services, and all the public occasions of the year. Handsomely furnished and excellently lighted. Newly painted and papered.



CORNER READING ROOM AND LIBRARY

On the second floor of the Administration Building. Open from 10 A. M. to 5 P. M. daily. One of the most pleasing and cheerful centres of College life and activity.

Shakespeare's "The Merchant of Venice" and "Macbeth"; Addison's "Sir Roger de Coverley Papers"; Irving's "Life of Goldsmith"; Coleridge's "The Ancient Mariner"; Scott's "Ivanhoe" and "The Lady of the Lake"; Tennyson's "Gareth and Lynette", "Lancelot and Elaine" and "The Passing of Arthur"; Lowell's "The Vision of Sir Launfal"; and George Eliot's "Silas Marner".

LATIN

Latin A—1 Unit.

A beginner's Latin book, followed by the study of such a grammar as Bennett's, together with an elementary composition book completed.

Latin B—2 Units.

Any standard edition of Cæsar, four books, with grammar and composition.
Any standard edition of Cicero's Orations, six orations, with grammar and composition.

Latin C—1 Unit.

Any standard edition of Vergil's Æneid, six books, with prosody, grammar, and composition.
Equivalent reading from Nepos, Sallust, or Cicero's Philosophical or Rhetorical Writings may be offered or read in place of any author suggested in either Latin B or Latin C.

GREEK

Greek A—1 Unit.

A beginner's Greek book, followed by the study of an elementary grammar and with an elementary composition book completed.

Greek B—2 Units.

Any standard edition of Xenophon's Anabasis, four books, with grammar and composition.
Any standard edition of Homer's Iliad, three books, with grammar, prosody, and composition.



CORNER CHEMICAL LABORATORY

On the first floor of the Administration Building. Well equipped and modern.



CORNER MUSEUM

On the third floor of the Administration Building. Due to the untiring energy of Rev. B. F. Black and the generosity of many friends. The specimens and relics herein found are useful in connection with the courses in Biology, Mineralology, History, Social Science, Physics, and Geology.

MATHEMATICS

Mathematics A—½ Unit.

Any standard Arithmetic, such as Milne's Advanced or Colaw and Elwood's Advanced, completed.

Mathematics B—½ Unit.

Any good high school Algebra to Quadratics.

Mathematics C—2 Units.

Quadratics, etc., through a good high school Algebra. Five books of Plane Geometry.

Mathematics I—1 Unit.

College Algebra from Quadratics. Four books of Solid Geometry.

MODERN LANGUAGES

German A—1 Unit.

Any standard grammar, with accompanying composition, and at least seventy-five pages of easy reading.

French A—1 Unit.

Any standard grammar, with composition accompanying, and at least one hundred and fifty pages of easy reading.

HISTORY

History A—3 Units.

United States History, Advanced.
Any State History, Advanced.
English History, any standard text.
Roman History, any standard text.
Greek History, any standard text.
Civil Government, Peele, or one of equal grade.
Each of the above subjects counts ½ unit.



CENTRAL POWER STATION

Heat, Light, and Water Plant. Just behind this building is the deep well recently constructed, having been bored to great depth through solid rock, affording an absolutely pure and permanent water supply for the entire College community. It is estimated that this well will afford 100,800 gallons in 24 hours.



CORNER COLLEGE DINING HALL

This spacious room, in the 40 x 80 Annex of the West Dormitory, second floor, has a seating capacity of 240. Here are held the Alumni Banquets and the other public meals of the College year. The silver and other equipments of this room were given by Mr. G. W. Truitt, of Saffolk, Va.

History B—1 Unit.

Myer's General History, or its equivalent.

THE SCIENCES

Science A—0 Unit.

A rapid course in Orthography and Geography for those desiring and deficient in them, but for which no credit in units can be allowed. Penmanship for six weeks free, but for which no credit is given.

Science B—1½ Units.

Any standard Physical Geography.
Any standard advanced Physiology.
Any standard elementary Botany.

Science C—1½ Units.

Any standard elementary Physics.
Any standard elementary Chemistry.
Any standard elementary Agriculture.

CERTIFICATE OF PROFICIENCY

Those who complete fourteen units of preparatory work, including what they are given credit for when they enter here, under the conditions and requirements set forth above in the general statement and the course of study detailed by units, will be awarded a Certificate of Proficiency, which will entitle them to unconditioned entrance to the Freshman Class at Elon or elsewhere. For this Certificate of Proficiency a fee of two dollars will be charged. These certificates are awarded on Graduation Day of each annual Commencement.



STUDENT'S ROOM—EAST DORMITORY

Handsomely equipped with light oak suits, toilet and water sets, tables, rocking and stool chairs, springs and mattresses, electric lights, steam heat, convenient to bath rooms. Two persons to room.



STUDENT'S ROOM—WEST DORMITORY

Elegantly furnished with white iron bedsteads, springs, felt mattresses, wardrobes, washstands, dressers, toilet and water sets, steam heat, electric lights, convenient to bath rooms. Two persons to room.

When the Crisis Comes

Under normal conditions a boy or girl ought to complete the high school course before going off to school. But at times there comes a crisis—an abnormal condition, which demands careful analysis or results in dire calamity educationally.

One of these crises is accustomed to grow out of the very nature of the local school. There is no denying the fact that the high school is designed for the average boy, and that its pace is not quickened to keep step with the growing mental alacrity of the youth as he advances from primary to grammar school, and then to high school standing. The bright pupil gets impatient at his slow progress and quits school. What he needs is the opportunity of a quicker pace, and to get this he must seek other educational environment, where individual aptitude is studied and provided for and a quicker pace maintained.

A second crisis arises when the boy is prohibited by disease or accident from taking his examinations or fails on one or two studies. The high school curriculum is so arranged that he must review all the previous year's work—mark time for a year practically. To the sensitive soul of childhood this is real torture, because the youth's mind craves variety and his associates taunt him with dullness and laziness. I know no living torment more unendurable than this for the pulsing, expanding, buoyant, progressive spirit of childhood. The child who has to endure this loses interest in his work and confidence in himself, and so



ELON COLLEGE CORNET BAND

Organized in 1907; one of the finest College Bands in the South. Frequently plays in the large cities on public occasions. An enjoyable feature of College life. Conditions of entering the Band are very reasonable.

continues his course under serious disadvantage, or, if he has his way, goes to work with a dwarfed mind. A change of educational environment, where he will be given full credit for what he has passed on and a chance to advance as rapidly as possible will usually restore his self-confidence and renew his drooping interest and enlarge his mental horizon and so his chances of success in life.

To the exceptionally brilliant, to the plodding, to the victims of sickness or accident, as well as of the distractions and allurements of city life, in our great and commendable public school system, therefore, a change of educational atmosphere and opportunity often tides over a crisis, threatening their future and blasting their hopes.

To any or all of these classes, as well as to those not convenient to high schools or desiring for change of climate or other reasons to attend a good preparatory school away from home, the Preparatory Department of Elon College offers exceptional advantages under most competent instructors, representing the best in American scholastic training.

For the handsome 150 page Catalogue of the College, or for full information of the College, Preparatory Department, or any of the Special Departments, or for any other matter of personal information cheerfully and promptly supplied, address

PRESIDENT W. A. HARPER,
Elon College, N. C.

The Fall Term always opens the first Wednesday in September, and the Spring Term always closes the first Wednesday in June.

ELON COLLEGE

Vol. VIII NEW SERIES No. 3

JULY, 1912

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.

1912 VACATION NUMBER

BULLETIN ISSUED QUARTERLY

Admitted as Second-class Mail Matter under Act of July 16, 1894

Dedicated to
the
Class of 1912
and
stamped on the outside cover sheet
with old gold
and bound in purple
the
class colors

A Message from a Distinguished Bostonian

REV FRANCIS E CLARK, D D PRESIDENT WILLIAM SHAW, GENERAL SECRETARY AMOS R WELLS, EDITORIAL SECRETARY H N LATHROP TREASURER
KARL LEHMANN, INTERSTATE SECRETARY A J SHARTLE, MANAGER

United Society of Christian Endeavor
Tremont Temple
Boston, Mass.
Cable Address, Endeavor, Boston.

December 8-1912

Editor Elon College Weekly,
Elon College, N. C.

My dear Sir:-

It has been my privilege to visit a great many Colleges during the six years that I have been a Christian Endeavor Field Secretary, and I want to say, in the public print that Elon is absolutely the finest I have ever seen for a real, true Christian spirit. Everyone - faculty and student body alike - seems to unite to make this spirit what it is.

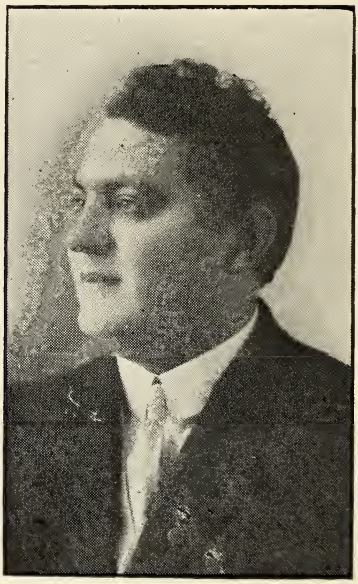
It was a source of real pleasure to have fellowship with you during my recent visit. I shall never lose the impression of those two days.

Everywhere I go in North Carolina I see the marks of Elon College work. I am so thankful for your loyalty to Christian Endeavor.

May Elon long continue to be the blessing that she now is.

As I have opportunity I shall always be glad to say a good word for Elon and the Elon spirit.

Your sincere friend
Karl Lehmann
Interstate Secretary



KARL LEHMANN
INTERSTATE SECRETARY OF CHRISTIAN
ENDEAVOR

BULLETIN OF ELON COLLEGE

1912 Vacation Number

PREFATORY REMARK

It is the custom of the College to publish at least four bulletins each year and from time to time to add to the number special bulletins of universal interest. The Vacation Number is a regular issue of the Bulletin, which appears in June or July of each summer. After careful consideration it has been decided to make this issue of the Vacation Number representative of the Elon Spirit, as far as may be.

Elon recognizes that citizenship is the end of education as it is now regarded by the world, but Elon also recognizes that *mere* citizenship is not the *real* end of education. The type and character of the citizenship must be attended to. What sort of citizenship are we preparing for? What sort should we prepare for?

Elon thinks that the only sort of citizenship worthy the name is Christian citizenship, wherein character, the individual character of the individual citizen, is regarded as of supreme importance. Strict attention is therefore given to the morals and the character-growth of the student body, and this is done in an *absolutely unsectarian* spirit, as unsectarian as any State institution can be and yet as positively Christian as the State institution ought to be, but is not. Christian character, not Christian doctrine, is the aim of the College, and for this principle the Christian world is ready to contend at any time. The State whose citizenship is founded upon men and women so trained and developed during the days of their life-prepara-

tion will not lack for leaders in pulpit and in pew, in home and in the political arena, and they will be worthy leaders of a great State.

To this end Elon stands devoted. For this she makes no apology and offers no defence, and this Bulletin is not so to be taken. The eternal righteousness of this position is assumed. What we do hope to have the reader gather from this Bulletin is the spirit in which we put this platform into practice. With this in view we herewith present as a frontispiece the impression for character-growth of this institution made upon a distinguished Christian worker during a visit to the College in December last, an expression voluntarily given, for the first knowledge any of us had of it was its appearance in the Elon College Weekly, having been sent to its editor for publication by Mr. Karl Lehman, who makes it his life-work to travel all over the United States and to visit Colleges and Universities in the great interdenominational work of the Christian Endeavor Movement.

To this end also we present the opening and closing addresses of the College year of the President of the College. Elon's President is not a minister, but only a layman. He has, however, a high conception of a layman's obligations to the world of morals around him and strong convictions as to what a true College can do to contribute to the moral life of its student body. It is customary for him to deliver a message to the students twice each year—on the opening Sunday in September, and on the concluding Sunday in June. The first address of the year just closed was entitled, "The Safety of Young People," and the concluding address was on the theme, "Life's Basic Principles." We give these two

addresses herein that prospective patrons may see for themselves the kind of teaching their children will receive at Elon and the standard of conduct that prevails here.

In addition to this, we give, between these two addresses, an address by Dr. W. W. Staley, on "Christian Education," delivered at the College during the past year, feeling that in presenting this masterful address we are setting forth Elon's views, since Dr. Staley was for eleven years President of the College, and is now a member of its Board of Trustees.

To the perusal of these matters we invite your most earnest attention, feeling that they will repay you and believing that they will give you assurance of the kind of graduate Elon may be depended upon to turn out, in view of the scholarly attainments of her Faculty and of her well-known strict adherence to a lofty standard of personal and social honor and integrity.

THE SAFETY OF YOUNG PEOPLE *

II Samuel 18:29—"Is the young man Absalom safe?"

All Men Believe in Education

It is a rare thing in these days of all but universal enlightenment to find an open enemy of education. It has been demonstrated so many times in the world's history that the educated man is superior to the ignorant in everything that it is useless waste of time and worry of patience to undertake to prove that education is necessary to the attainment of the individual man's highest and best achievement in life. Education is necessary to the leaders in all the realms of activity—physical, moral, intellectual, social, financial, literary, spiritual—in no department of human endeavor can a man do his best, attain his highest, without education. And this is but right—because education is the development of a man, his unfolding, his leading out, to borrow the Latin meaning of the word, and whatever contributes to this end must needs add to man's capacity to do more and be more than he otherwise could do or be. It is your appreciation of this fact that brings you to Elon College this fall, that encouraged the founders of this College to contribute to its establishment, that induces the men and women of our Faculty here to teach—our appreciation of education's value brings us all here today.

* Delivered by President Harper on Sunday morning, September 10, 1911.

Choose Your College with Care

But—while we all appreciate education, while we would not discount it in the least, while we all would strive to realize its fullest possible good in our own life, yet we cannot escape the fact that there are dangers connected with its getting, with the processes of it, that challenge our thought and compel our attention. Have we not known education to ruin men? Did not our parents or our guardians, did not many of us ourselves, ponder long what College we should attend? Did not we and they realize that choosing the College that is to be the scene of a young person's intellectual metamorphosis is one of the weightiest issues of life and carries with it great possibilities—possibilities of both good and evil —of danger and of safety to youth? Are not many of the loved ones at home at this very hour asking the same anxious question propounded the messengers by King David in regard to the brilliant, but dissolute Absalom—Is the young man safe? Is my son safe? Is my daughter safe?

Parents, too, Should Exercise Caution Here

Yes, they are asking these questions in their heart of hearts today—and they are asking them with all earnestness, even though they pondered long and well before arriving at a decision as to where to send the idol of their love to College. It is but natural that they should, because they know, whether we students do or not, that College life is beset with many dangers, many pitfalls, many snares and wily traps.

I wish this morning, in the very beginning of the College year and of the College career of many of you, to point out briefly some of the most insidious of these snares and then to suggest the way of escape from them, that your College year and College career, by judicious ordering of life and conduct and strict adherence thereto may be safe—that, when your College days are over, you may be as pure as when you left your parental roof and stronger in every fiber of character and manhood and womanhood because of the preparation days rightly spent at Elon.

The Purpose of this Message

DANGER NO. I.—HIGHER CRITICISM

One of the most alarming dangers of modern education in some quarters is Higher Criticism. I do not wish to be understood as decrying scholarship, research, learning, thorough investigation. These are the things for which the College exists, which the Church demands, and of which she stands in need. The Middle Ages, with their low moral state, so low as to merit for them the title of the Dark Ages, give ample proof that the Church has everything to lose and nothing to gain by setting itself against learning and education. But this is not to welcome Higher Criticism nor plead for its necessity. A higher critic is a scholar with the profession on his lips of a Christian, but with a skeptic's heart and attitude. It is an old saying that people usually find what they look for. Even astronomers have to make

True Scholarship Rests on Faith

allowances for what they call the personal equation in recording observations. When we deal with a matter as ethereal and personal as religion is the attitude of the investigator is all the more important. The man who regards the authority of the Bible as of the same type as the authority of a book on Ethics is not the proper person to investigate the authenticity of the Bible nor of any fact in it. He who undertakes to investigate the Scriptures must believe them beforehand, recognize them as superior to any other book, as in a class by themselves; equipped with such an attitude he is prepared to investigate and to have his investigation respected.

Religion is Not a Science; It is an Art—a Fine Art

The attitude of the Natural Scientist toward the teachings of Natural Science, that all its teachings are provisional, temporary, and subject to change without notice, is not the proper attitude toward the religious life and its teachings. Religion is not natural, but a revealed, science—more correctly speaking, it is not a science at all, but an art, the art of getting on right terms with God and our fellowmen, and the principles of right and truth underlying that art are eternal and not subject to revision.

Avoid Colleges Where Higher Critics Sow Their Deadly Seed in Precious Soil

No young man or young woman is safe who is in an institution of learning where the higher critical viewpoint is the pier from which he is compelled to begin his voyage over life's sea. But in this regard, you are safe. We have never had and hope never to have a Higher Critic in our Faculty. Those of us who teach here respect and honor the

Word of God as the fundamental chart of life and accept it as the sufficient rule of faith and practice in religious conduct, and deplore the tendency in many places to belittle the worth and disparage the value of the Book of Books.

DANGER NO. II.—SOCIAL SCIENCE SO-CALLED

Social Science in Many Colleges is a Cloak for Higher Criticism

The second danger which confronts College students is like unto the first, but is found in courses given under the Department of Social Science, and not under the Biblical Department. The men, in many institutions of higher learning, who head these departments, would be higher critics if they were Biblical teachers or expounders. They have read the Bible, however, and are loud in their praises of it as a veritable storehouse of rich Sociological material. They bid their students read and reread it, not for food for their heart hunger nor drink for their soul thirst, but for the Sociological matter it contains. Often Sociological material from other quarters is found which conflicts with that of the Bible—and the Bible is declared to be in error. These distinguished doctors reason in a circle. They will assure you that their science must not be condemned because it discovers things not in the Bible, because the Bible is not authority on Sociology; but in the next breath will deny the authenticity of the Bible because it conflicts with their theories. Oh, consistency! They will bolster up their science, which is always subject to revision even in its fundamental principles without notice, when the Bible seems to lend color to their tenets, and then they condemn the Bible and

belittle it when it challenges any of their pet theories. You have heard the expression, to use a man; that seems to be what the higher critical doctrinaires in Social Science evidently do with the Bible. They use it—and then abuse it.

Away from These Insidious Teachings!

If many of the things reported as being enunciated by these teachers are actually taugh by them, the farther the young people of our land keep from them, the better it will be for our land and our young people. We have a department of Social Science in this institution, but it respects the Bible first and Social Science second. Here you will run no risk of having your spiritual eyes blinded by the exaltation of Sociology at the expense of theology, but you will see that Sociology, rightly taught, is a powerful handmaid to the correct understanding of the revealed Word of God as we have it in the Scriptures of the Old and the New Testaments.

DANGER NO. III.—FREE-THOUGHT

Freedom to Think is No Kin to Free-Thought

The third danger toward which I would direct your attention is the free-thought with respect to all issues of life and conduct which in many places is characteristic of a great many College men. They approach every matter with the skeptical air and are never sure of anything or any principle. To them nothing is too sacred or hallowed to be doubted and scoffed at. They scoff at religion as the proper thing for women and children—they doubt its value for men. They place a question point after

every positive statement of every book they read, of every lecture they hear. They boast of their freedom of thought, forgetting that the truest freedom is that which subjects itself to law and order and tries to harmonize with surrounding conditions and circumstances.

Be a Real Free Man Through Sober Thinking

The real free man is not he who kicks against the laws of the land, but he who obeys them. Those College men who indulge in free thought and the teachers who encourage it, respecting the fundamental institutions of life and society, need to do some sober thinking as to the consequences of such intellectual license. Liberty ought never to become license. If any of you have come to Elon expecting to find such an atmosphere of so-called freedom of thought, you will be disappointed. We want you to think, but we do not want you to assume the skeptic's interrogatory attitude toward all the issues and conditions of life. We are sure that an institution which encourages or tolerates such a spirit is not a safe place for the unfolding of young man- and womanhood.

ELON STANDS FOR CHRISTIAN EDUCATION

What is Christian Education?

From what has been said you perceive that Elon stands for Christian education. But what is Christian education? I once heard a College president say in answer to that question, that Christian education results where a Christian teaches. Yet that same man at that time was presiding over an institution in which half the teachers were

either skeptics or higher critics. In the face of all that, he maintained that his was a Christian institution and of a nobler type than the denominational College, because it was a State institution and included all the people. Christian education cannot be had unless all who teach are Christians, humble, child-like, trusting Christians, who never scoff at religion, who never deny the authority of the Bible, who never minimize or speak slightingly or disparagingly of the Church.

Conditions That Make for Christian Education

Even this is not enough; the atmosphere surrounding the College must be pregnant with spirituality. That is why it is best for a College to be situated as Elon is, away from the distractions and allurements of the gay, maddening, dissipating throng of the city. The College in a city has the city atmosphere around it and does not, cannot, produce as fine a type of Christian education as the College in a College town, in a town which is the College, for such a College can make its own atmosphere. We are proud of Elon's reputation in this regard and, please God, we always hope to have the atmosphere round about this sacred place as pulsing with spirituality and as tense with Christian influences making for character development and the expansion of soul-power as it now is. Our earnest prayer is that it may improve in this respect this year, and to this end we invite the fullest, completest possible co-operation between students, citizens, and faculty. If Elon's atmosphere is to improve, it must be the co-operative achievement of all of us. If we work to that end, we may be sure we shall be safe, both as young and as older people.

Education trains the head. Christian education has a larger task—it cannot stop with head training alone. It must aim at the production of an all-round man, an all-round woman. I do not believe an educational institution can rightly lay claim to being a Christian institution, unless it strives to produce a complete citizen—physically, mentally, socially, morally, spiritually. No man who is deficient in any of these regards is a complete man and no education which fails to equip its pupils in any of these directions can be properly styled Christian. We cannot leave the policeman to look after the conduct and the minister the souls of our pupils, while we teachers look after their intellectual development. We must do all three and more besides.

Christian Education Produces the Complete Citizen

Christian education must give attention to the body. Did not the sacred writer say that our bodies are the temples of the living God? Can we as Christians afford not to give strict heed to our bodies? Can a Christian institution remain one and not give attention to the physical well being of its pupils? We have learned that a sound body is an essential basis for well-proportioned, symmetrical development in every other department of our being. Our body is our fundamental part in this world. We must take care of it, if we are to prosper and do our full part as men and women in the world's arena of action. When a Christian College therefore forbids the use of cigarettes and discourages the use of tobacco in every form, it is acting within its own province,

Take Good Care of the Body —That is to Do a Christian Duty

doing what if it were not to do, it would forfeit its right to be called Christian. When it encourages its pupils to take exercise and provides directors for Athletics and Physical Culture, it is again doing its plain, simple Christian duty, and it is also the duty of the pupils in such an institution to take advantage of these opportunities for physical self-improvement. When I commend Athletics, I do not mean that it should be exalted above every other feature of College life, but that all should enter into the sports and all derive good from them. Not the spectators at, but the partakers in, Athletic events derive good and gain benefit. We hope that every student this year will partake as well as spectate. Thus will every student be safe.

**Study—
But Not On
Sunday**

Of course a College ought to furnish mental development; all grant that. Yet I have known students at Elon who did not get it, because they did not study. Others have not got the development they were entitled to and deserved to have because they picked out the easiest course allowed by the elective system. Still others have studied too much. We hope to have everybody study during study hours this year and give himself to the other things of College life at other times. We hope no one will study on Sunday. It is not necessary—never is, if we do our duty at other times, nor do those who indulge in it in any way surpass or excel those who do not, according to my observation. Furthermore, it is contrary to God's word to do it. Let me suggest to you students that you systematize your work—have certain hours for certain things, and do those things

then. When they are done, give attention to other things. Such self-discipline will count wonderfully in your success in after-life and make it unnecessary for you to study on the Sabbath day.

The Social Life in College Should Train for Citizenship

A Christian College must also give attention to the social life. By this I do not simply mean that a College ought to provide social intercourse and give attention to the social graces of life, but far more. The social life as here used means whatever pertains to our association with our fellows. You have the right to expect your College career to teach you to be a good citizen. When we finish our education, we will find it necessary to accommodate ourselves to the laws and customs of government and society. Why should we not learn that valuable lesson in College? There will be regulations, rules, principles and customs of conduct in College which we would wish changed or would rather have otherwise. But if we keep our eyes on fitting ourselves for real life by our College training, we will recognize in these seemingly unnecessary and troublesome rules and regulations the best sort of training for citizenship in the years to come.

The Fine Record in After-Life of Elon Men and Women

A College student's first duty is to submit gracefully and cheerfully to the regulations of the institution he attends, expecting therefrom to gain training, discipline, and habits of mind and conduct that will stand him in good stead in the work he is to do upon leaving College. The student who does this will enjoy going to College and will be safe.

He who yields a reluctant or a compulsory obedience is sinning against himself and does not realize it. I am thankful that the spirit of this College is such that its students yield a hearty and cheerful obedience to all College regulations and that they have advanced so far in this direction that the government of the institution in some instances has been safely committed to their own hands. We have never heard of but one Elon student who committed suicide and he was expelled from the College and committed suicide to escape the penitentiary. He could not obey here—he could not after leaving here. I have never heard of any other of the two thousand and more who have studied here who has been arrested for any disobedience to civil law. I know no higher compliment to pay Elon than merely to state these facts. They show that Elon students are obedient as students and are therefore good citizens after leaving the College.

High Moral Tone Is an Essential in True Education

Morality should certainly be inculcated in a College. And institutions of learning are proud of their moral tone. The principles of moral conduct are the outgrowth of the experience of our race in matters of conduct and life. Morality changes. It has changed in our Colleges. Hazing was once looked upon as pardonable sport. Today hazing is rightly regarded as a relic of barbarism and a survival of savagery. No self-respecting student will indulge in it and no decent College will tolerate it. Why? The moral standard has changed and today forbids any sport which all who engage in it do not equally enjoy. That is always the test of Christian fun-making—that all who are in any way concerned in the fun

should equally enjoy it. It is immoral to swear and to drink liquor and to use dope, and so a Christian College condemns these practices. It is immoral to gamble and to cheat on examinations, and so Christian educational institutions forbid these practices. Playing cards some regard as innocent amusement; others regard as sinful, because the practice has led so many to ruin and consider it especially disastrous for students because it robs them of precious hours that should be spent in other things, and equips them, without their knowing it, with the impulse and the skill of the gambler. This is our viewpoint, based on experience and observation in places other than Elon. You have nothing to fear morally in the practices and sports of our student body. In this regard Elon renders you safe.

Education's Crowning Glory is— Spirituality

A great many would be willing to stop here—with morality—but we are not. We are not satisfied that our pupils have sound bodies, strong minds, beautiful social graces, upright moral character; no, great and glorious as these are, we are not satisfied with these. We would add to them spirituality, the crowning glory of man, the high privilege of the College to inculcate and develop. I know that the Christian Bible has been expelled from the public schools in many of our States and thrown in the dust heap in many of our State institutions of higher learning, but I also know that the great majority of our people wish that their children be educated in a spiritual atmosphere. That is why we build, equip, and maintain denominational Colleges, that the things of the Spirit may be taught, insisted upon, in-

culcated, imbibed, practiced. A man may be moral and yet not be a Christian. He may be honest, truthful, sober, upright, just, and yet not be a Christian. A man may be all this and deny Christ and sneer at the Bible and disbelieve in God, his Creator and the Giver of every good gift. No man can be a Christian and deny Christ or the Bible or God. Christian education must therefore exalt Christ and strive that all who come under its influence should accept Him and live the life He would own and bless. And in so doing it will make its pupils safe, safe not only for this life but for eternity. Any education which attempts less than this may still be education, but it is not and cannot be called Christian.

A Threshold Resolve

I congratulate you upon your selection of an institution which in its feeble way stands for the production of the all-round man, which insists on man's development physically, mentally, socially, morally, and spiritually. I congratulate our country upon having homes in which parents preside who appreciate Christian education. I congratulate Elon College on the student body which has selected it this year, in competition with the hundreds of other institutions bidding for their patronage, as the scene of their preparation for life and its activities. I trust that the influences of the College will be so helpful and uplifting that you shall be returned to your homes at the year's end safe—safe in every way. To this end let us all resolve at the year's very threshold to work, labor and pray.

CHRISTIAN EDUCATION *

A Fatal Defect in Modern Education

Humanity made progress solely by self-instruction till God revealed Himself and Jesus became the Teacher of mankind. The early ages reveal the faults of self-made men and self-taught nations. They are always imperious. They lead in rule and religion and, like Confucius, found empires and cults more human than divine. Yet education permeates all history, sustains all enterprises, and fixes all standards. Its worth is recognized by the expenditure of money, the numbers engaged in its conduct, and the variety of subjects with which it deals. The United States alone has a quarter of a million schoolhouses, worth one billion dollars, instructing twenty million pupils, with one hundred thousand male and four hundred thousand female teachers, who receive two hundred millions dollars in salaries. The whole public school system proves the estimate the nation places upon education. Yet the ten declarations of the forty-seventh annual convention of the National Educational Association in Denver contains no reference to "Christian education". Democracy, commerce, culture, citizenship, physical education, better trained teachers, and consolidation of rural schools make up the list of requisites. As the State universities are heads of the public schools we cannot look to them for Christian training. It remains, therefore, for denominational colleges to do this work, if done at all. But

* Delivered at Elon College on the evening of April 30, 1912, by Dr. W. W. Staley.

as the education of the child is the education of mankind, public schools ought to read the Bible and be taught by Christian instructors. The only way to make public school teaching Christian is for denominational colleges to turn out more Christian teachers.

Who Are Education's Leaders?

Religious leaders have always led in education, and it might be safely said that education and religion are correlated in history. This truth lies at the bottom of Christian education, though obscured in past centuries by the processes of its evolution. From the earliest times religion has been the silken thread in the currency of human thought and progress, and it is now coming to the light as the buried cities are yielding up their proofs of the truth of the Scriptures. The purpose of this address will be achieved, if it lead others to carry the investigation to a full understanding of this great and growing subject. I shall come to what I wish to present better, perhaps, by a series of five steps or propositions which show the course leading up to "Christian Education".

I. First Step—Religious Education

All nations and races prove that man is religious. His concepts may be vague and his life coarse, but man has spiritual longings the world over. All men have gods and worship. The priests of mankind were originally charmers, soothsayers, magicians, seers. The High Priest of Memphis was a Master Craftsman; the High Priest of Heliopolis was a Great Seer. The priestly class was the cultured class. Rulers consulted them. Nebuchadnezzar and Pharaoh called in the sorcerers and magicians

when disturbed by dreams. Egypt, China, Babylonia, and India looked to their religious priests for counsel, and the shrines ruled the thrones, the priests ruled the kings, armies obeyed the voice of priests and priestly amulets were mightier than the crowns of kings. Religion ruled the world. It is true it was crude in concept, corrupt in practice, tyrannical in administration, and immoral in results; but nations bowed in its temples and sacrificed themselves upon its altars. The temples of Ur and Erech, on the Tigris; of Luxor and Karnak, on the Nile; of Baalbec, on the Orontes; of the Parthenon, in Athens; the temple on Moriah; and the Pantheon by the Tiber, all tell the story of religion and the education of centuries. Architecture sprang from religious emotions and became a fine art under religious aspirations and devotion. The education of Mohammedanism today is almost wholly religious. Modern times may blame the crude religion of myths, but it was better than no religion. All art and progress expressed themselves in terms of religion. It carved out of Parian marble the Olympian Jupiter and crowned the Athenian capital with the temple of Theseus. Religious education achieved great things for the human race and made the trowel, chisel, and brush work out masterpieces which subsequent ages cannot surpass.

II. Second Step— Literary Education

At this stage the art of expression was supreme. Greece taught all nations the art of expression. Intellect reached its summit. Books, oratory, architecture, sculpture, painting reached their height. Culture ruled the world. Her mythology was great and inspiring. Mountains and seas, plains and rivers had their deities. Beauty was

goodness. Culture was the largest possession. Greece made human speech classic. Greek learning entered all nations, captured all schools, refined all institutions, and controlled all peoples. No man was great unless he was a great author, great sculptor, great orator, or great painter. Homer and Phidias, Demosthenes and Apelles stud the galaxy of Grecian worthies. No nation has equalled Greece in the art of expression, the portrayal of beauty, and the genius of her creations. Every line was strength, every curve was grace, every color was beauty, and every poem was music. But even then her temples were places of debauch. The temple of Neptune at Corinth had a thousand priestesses who were courtesans.

III. Third Step— Military Education

The reign of power followed the reign of beauty and the art of fine expression. Rome conquered the world. Armies, navies, captives, obeyed Rome's command. Her language and her art are constructed on the lines of force. The parts of speech and and cases of nouns take their place like soldiers in Roman language and obey their chief. Greatness was martial. Heroes and hero-worship appealed to men. None was great unless he bore the marks of strength. The tramp of armies, the sound of martial music, the mailed soldier, the glittering spear, the triumphal procession, had mankind in their grasp. Nothing was worthy that was not strong. The clank of chains, the grinding of prison doors, quarternions of soldiers, the criminal and lion in the arena; anything that ruled with iron hand was worthy of honor and praise. Their sports, their conquests, their religion, all told of force and resistless power.

The gladiator, the general, the fearless man, the daring spirit was honored in story and song, in painting and monument. No age has equalled the Roman age in power. The Roman eagle flew to the ends of the earth, and her banner waved triumphantly over a conquered world. But like Samson, Rome's strength became her weakness and her shame. Lust polluted her palaces and her temples and power had no strength to save. Power alone breaks in pieces like the Titanic on a berg of ice. It takes more than religion, art and power to save a world from ruin and death.

IV. Fourth Step— Scholastic Education

The Mediaeval Age found men in great universities trying to solve the problems of philosophy and theology. The objective world had few charms for men who sought the cloister to investigate all sorts of abstruse subjects—physics and metaphysics, the Bible and God. The continent and England produced great scholars, great authors, and great teachers. Learning ruled mankind. No man was great unless he was a great scholar. Men had a passion for knowledge, deep as the earth, high as heaven, broad as the human race, boundless as God. No age has made such profound study of the Scriptures and God; yet the age was low and sad. "Canst thou by searching find out God? Canst thou find out the Almighty to perfection?" The world cannot be saved by learning. Philosophy has no power to cleanse the heart. Theology cannot take away sin. Culture may exist in basest lives. Antony and Cleopatra had culture, but were victims of self-destruction. We have found, so far, that religion, polished and artistic expression, military power, and scholastic learning do not rescue the perishing, nor educate the

whole man. One other step must be taken to make education.

V. Fifth Step— Christian Education

Christian education embodies all antecedent steps and culminates in the attainment and expression of character. All that was true in religion, in classics, in military power, and in learning, has its fruit in character. In a word, all the foregoing elements enter into Christian education, which is the full education of all human faculties and powers; and this includes faith of the heart in, and the devotion of the will to, Jesus Christ. There is not one grace or virtue in all the realm of being that did not reside in Jesus Christ. He was a Priest forever; never man spoke like this man; He feared no foe; He was the wisest of the wise, and His character was without flaw. All education has its perfection in Jesus, and no education is complete till the soul knows Him. There is no complete education in the schools of mankind till we reach Christian education. As the priest stood out in Egypt and Babylon; as the classic touch shines in Grecian art; as the legion stood for power in Rome; and as the scholar towered in the Mediaeval Age, so the real Christian stands out in this age, and must rule the world.

Character is Education's Chiefest Goal

We may never equal Poti-Pherah, the priest of On, the arts of Greece, the power of Rome, nor the learning of the scholastic age, but we can excel them all in character, and that is the crown of education. Christian education is the development of Christian character, through educational processes, in those who have been born again. Nothing is so

mighty in this age as character. This age demands character in politics, business, legislation, literature, art, schools, and social life. The age is far from perfection in character; but all criticisms, investigations, agitations, make the demand for character. Christian education examines matter, mind, morals, history, law, races, nations, science, Bible, God; but counts all things loss for Christ. The church college is the heart of modern education, and Christian character is the goal. Nothing but character can balance and conserve the interests in the gigantic institutions of this twentieth century life. Most of the great industrial and commercial institutions are so organized that they can run in safety if manned by men of character. Honesty is the chief thing, for the institutions are schools in themselves. There is education enough in the United States to run a world, if we had character enough to govern a State. Jesus Christ is the Model Teacher and all education should end in Him. The danger of education is that it will train the body and the mind, and neglect the heart. "Keep thy heart with all diligence; for out of it are the issues of life."

LIFE'S BASIC PRINCIPLES *

Rom. 12:11—"*Not slothful in business, fervent in spirit, serving the Lord.*"

A Foundation is Necessary

Every building presupposes a foundation, and the more towering the structure the more important the question of its foundation immediately becomes. The shanty need not go down to the clay or the bed-rock, but the skyscraper must. Every organization of human beings must have a constitution, written or traditional, and the importance of the organization varies directly with the excellence of the constitution. How a mere handful of friends may organize themselves for literary development or social conviviality need not be a serious matter, but the fundamental principles underlying the civil authority of a modern nation become vital to all mankind. So it is of life, my life and your life. The attention we pay to our life's foundation will largely determine the interest our fellows will have in our life. The skyscraper, whose steel supporting columns go down far into the earth's interior till they find a worthy resting place on the unyielding framework of the world, not the fragile, pigmy hovel squatting by the ocean's brim or perched upon the mountain's peak, attracts our attention, commands our admiration. The Magna Charta, the Declaration of Independence, the constitutions of the nations, young and old

* Delivered to the Graduating Class on Sunday, June 2, 1912, by President Harper.

alike, in the progress of liberty and freedom, not the by-laws of the Burlington Country Club or of the Greensboro Tennis Union, challenge our interest and compel our sympathetic concern. The life, cast in a large mold, placed in a large room as David conceived it, the life that therefore must have a broad, deep, solid foundation and an expanding outlook on human problems and issues, not the life of the dwarfed perspective, of narrow horizon, of unstable substructure, does the world's work and receives, because it deserves, the world's applause.

The Foundation's Importance

The foundation of life is its important part. Without stability, without excellence here, no progress of enduring type is possible. Animals make no advancement from day to day nor from age to age because they make no provision for it, and they make no provision for it in that they pay no heed to the foundation of their existence. Many human beings are animals in this regard—they accept life as they find it, without foresight, eking out a paltry existence, leaving the world no better, perhaps worse, than they found it. The problem of human progress is the problem of getting the individual human being in youth to provide an adequate foundation for the duties and responsibilities of manhood. To this end we expend millions of dollars on school houses and keep a quarter of a million persons employed in teaching. To this end we encourage a myriad almost of organizations and foster at great outlay a magnificent coterie of tendencies ameliorative and uplifting in their import. To this end as individuals the members of the class of 1912 four years ago

sought this College, that life for them might have a broad, deep, enduring foundation. And upon the foresight thus evidenced and for the auspicious donouement consequent thereupon, I congratulate you tonight. You had a vision and you were not disobedient to it.

Entering College Brings on a Crisis in Life

The College student encounters two crises in his preparation work, in constructing his life's foundation. The first of these comes when he arrives at College. He finds himself at this momentous juncture of time in a new atmosphere, among strangers, from whom he is to select his bosom companions, companions who are to have weighty influence in shaping his college career. Heretofore his companions had been those of his home and community circle; he has had his parents' wise counsel as a corrective to the often erratic judgments of youth. Now he must be his own counsellor. In the home there was always the pressure of an authority outside himself tending to compel him to give attention to fundamental issues and duties first and to social, convivial matters secondarily. Now he is to determine to what ends he will direct his attention and to what duties and interests give precedence. He faces a grave crisis—a crisis which carries many a promising life down, in institutions which are not careful as to the morals of those who come and as to the moral training of those who have come. How important it is that at this critical time the most wholesome, uplifting influences be brought to bear upon the life and that distractions and allurements of an insidious, hurtful character be eliminated, we all know. The first month in College

will ordinarily determine the emphasis a man will place relatively on the essential constituents of life-preparation or the embellishments of living that have small place in life's substructure and only a subordinate, while yet a very real, place in life at all.

Crisis Number Two—Commencement Day

Those who survive the first crisis come to the second —graduation day—the day, when having laid the foundation deep, strong, massive, the real work of erecting the superstructure begins —to Commencement Day. In the old country they call it Commemoration Day, wherein the aim is to inspire the new made Alumni by what their predecessors have done. But I prefer the name we in this country associate with it—Commencement Day, the day when the graduates are to commence to build their lives, to do their part in human uplift, to weave into the warp and woof of human achievement the texture of their own life's ideals. A critical day, this—a more critical than that on which four years ago College training was initiated. While we meet a new freedom and a new responsibility when we become citizens in the College community, yet even there we are surrounded by friendly advisers, whose chief pleasure is to give direction and impetus to the lives committed to them and whose chief business is not self-aggrandizement at our expense, but our advancement at their expense of energy, patience, and concern. Our course of studies was largely determined for us and wholesome advice and kindly admonition awaited us at every snare or pitfall. But on Commencement Day we face a changed order of things. We find ourselves in a larger throng, the throng of the bustling world of bus-

iness and commerce, and while there will be friendly guide-posts along its way, we shall encounter the sign-posts of enemies also, and we must distinguish between them. Our work will not be longer laid out for us; it must be of our own choosing. The days of youth in the home and the days of foundation work in College will prove powerful, willing allies to keep us true and strong for the right, but they will be allies only and not lords; we ourselves must command them or they cannot assist us to success.

A Chart and Compass of Life Necessary

In a crisis like this, a crisis that comes but once in a lifetime, the need of a chart and compass is imperative. Unless we have a rudder, we cannot control our vessel; and unless we have a life-policy, founded on basic principles, a policy that is adequate and comprehensive, we cannot hope that our life will be symmetrical or full-orbed. The foundation laid in the years of preparation for our vocation will stand us in good stead, provided we have constructed it out of the proper material and imbedded it on the solid rock of human character. But the foundation is not the entire edifice. Skill and patience and judgment will be demanded in the completion of the structure, and these qualities must be contained in our life-policy, our program of living and working, if we are to achieve enduring results. The fundamental qualities of such a life-policy, of such a program of righteous living, are contained in the passage of Scripture taken as the basis of the remarks of this occasion, under three heads:

I. ATTENTION TO BUSINESS

"Not slothful in business," says the inspired writer to the brethren living in the world's capital city, and there was need of the message. The ancient world regarded work with aversion. Slaves were to do the necessary tasks of life. Naturally they identified their slavery with their work and chafed under its exactions. Paul counsels all who render service to do so without slothfulness and it goes without saying that the missionary tentmaker expected every man to work. Christ had ennobled honest toil when he labored for eighteen years at the carpenter's bench. Labor, for the Christian, whether physical or mental, is divine and no truly Christian man is happy without his post of service in the world. Sluggards, drones, lazy men we have indeed and always will have, parasites they upon the social body, but they are the abnormal, not the normal men—a complete overturning this of the Roman conception of the degradation entailed by work and an absolute reversion from the ancient exaltation of freedom from vocational duties having a materialistic aspect — a clear cut denunciation of the old attitude of Roman civilization toward all effort for personal maintenance, and the glorification of its opposite.

Work!— That is the Divine Injunction

Many feel that the twentieth century American pays too strict adherence to his business demands and that he is fast approaching the precipice of nervous prostration consequent upon too arduous attention to a single interest. I freely grant that there are men who have wrecked their lives by what is familiarly known as strenuousness,

A False Notion About Nervous Prostration

but it is not true that the American people as a whole work too hard, nor is it demonstrable, according to the latest books on social phenomena, that our people are more nervous than the English or the Germans or the French. The pulse of the entire world has been quickened within the last half-century, whether because of the rapid strides we Americans have made in material development or to the multiplication of the world's producing capacity through inventions we know not, but the rate of doing things has quickened and a new energy has transfused the world. But this does not mean that the world's population is on the verge of nervous wreck. Speed is not nervousness nor is rapidity of production evidence of social neuralgia.

Work Never Hurts Anyone

We work shorter hours than ever before in history. No age in mankind's annals has enjoyed so much leisure as our own. Our work is not hurting us. Work never hurts anyone; rather it proves itself a wonderful preservative of health. But hurry, "the square of work," coupled with worry, "its cube," will bring disaster, and that, too, quickly. Not the man who does the most work, but the man who needlessly hurries and worries over his duties is the man who suffers from insomnia, ennui, hypnochondria, nervous prostration, and who soon comes to the zenith of his serviceableness and as speedily descends in creative capacity to the nadir of enforced inactivity and perhaps of permanent disqualification for further performance in his chosen realm of service. He who works habitually under high pressure, which is another word for hurry, is

doomed already to pay the penalty of enforced relaxation and at a time not of his own choosing, but when nature shall elect. And he who adds worry to performance under high pressure is committing suicide with accelerated pace. The apostle would as unequivocally condemn you for overwork as for slothfulness in your business. It is our duty, our privilege, as master builders of the edifice of life, to find the golden mean between overwork and underwork.

Human Efficiency to Be Marvelously Increased

Personally I do not think we have yet reached the maximum of human efficiency in business; the world's record for doing things has not yet been brought to its highest point. It is true that the productive capacity of the race has enormously multiplied in recent decades, but the high-water mark has not yet been reached. All our improvements practically have been in the line of mechanical development. Our tools are a marvel and our machines surpass in their prodigious energy the fabled achievements of the pagan deities. Wealth has multiplied and continues to multiply, but the end is not yet. We face an open door of great potentiality, of marvelous possibilities of increase in productive capacity. We are to witness marvels as great, greater as mind is greater than matter, in improved methods of applying human power of mind to the industrial and other problems of our complex and intricate social organism. Scientific management is a new phrase, but it contains a germ of portentous advancement for mankind. Its application to bricklaying has more than trebled the capacity of the master mason and left him with greater freshness and vigor

when his day's work is done than his previous output of one-third that amount had left him. Other and greater marvels from its mastery await us. Human efficiency in business is to be wonderfully increased in the coming generation and it behooves us to do our part as trained men and women, for only such can have a part in it, to be found laboring for its ushering in. The surest plan for us to adopt in order to render well our part in this new order of increased efficiency is to be "not slothful in business".

**Work!—
Then
Play!**

An intensely practical question is that arising out of the demands of our business upon us. When does a man cease to be slothful in business? How assiduous should his attention to his vocational responsibilities be? Is he to have only one interest in life? These are engaging queries and admit of much divergence of opinion. Experience, however, seems to teach that too constant attention to one thing decreases efficiency in it and that the most successful men are those who master one line of work, become authority in it, and then have time for other interests. The old adage, "Work while you work and play while you play", while it is homely, is after all, as adequate a summing up of the world's matured judgment on this vital issue as can be formulated. If we employ our leisure moments in broadening our sympathies, if we steel ourselves during our working hours against hurry and at all time against worry, if we devote our vocational hours to work and not to dwadling, we shall meet with best results the apostle's first requirement that we avoid slothfulness in our business, in our life's work.

II. ENTHUSIASM IN SERVICE

"Fervent in spirit," says the sacred writer, and the spirit is not written with a capital letter. And he was right. Attention to business is not sufficient in itself. Energy devoted to our vocation may make us proficient in it, but might brand us as failures in life. There must be wholeheartedness in our service, else we might engage in a disgraceful, hurtful, disreputable sort of business. Unless you can be wholehearted in the business you are engaged in, you had better get in another business—there is something wrong with it or with you in your relation to it. A business that is worthy of you will necessarily enlist all your sympathies, inspire your enthusiasm, beget your devotion, and impel perforce your consecration to its ends. Unless you entertain such sentiments toward your life-work, it is unworthy of you or you are not adapted to it. It becomes a drudgery to you and your performance in it is at a discount of efficiency and of effectiveness. You are a bore to yourself and the yoke of life galls you. But how the heart thrills when you meet a man who is happy in his work, whose wholeheartedness and singleness of devotion to his duty are apparent in every movement, eloquent in every utterance! I love to meet the enthusiastic, consecrated man who is so full of his life's work that he cannot refrain from "talking shop". I do not expect to engage in his line of work, though he is anxious ever to make me a disciple, but I get a zeal and an enthusiasm from associating with him that qualifies me for better service in my own

Love
Your
Work

vocation. Believe in your work. Be enthusiastic over it. Feel that it is a great work worthy of your best energy, beneficial to your fellows. Put energy into it, the best energy of soul at your command. Be fervent in your efforts to meet each responsibility; be wholehearted in your endeavor to achieve the very finest type of success, success that takes account of character as well as of mere acquisition and achievement.

Duty, Not Promotion, Should Be the Aim

Don't think about promotion in your performance of duty—don't be visibly ambitious—don't be selfishly grasping. Be so absorbed in your work, so devoted to your tasks, that you will be overtaken unawares, as it were, by promotion and crowned in spite of yourself with success. Have the spirit in your work of the office boy in the great department store. He was always busy and ever ready to do every chore that needed to be done whether it came in the specification of his contract with the firm or not. The proprietor noticed him and expected he would ask for an advance in wages. Six months passed and still no request for larger remuneration. The puzzled proprietor finally ventured to ask why he had made no overtures in the direction of receiving more adequate returns for his labor. "Well," replied the boy, "I suppose I ought to have mentioned it to you since you have called my attention to it, but really, Mr. Wanamaker, I was too busy to think of it." Are you surprised when I tell you that he later became a partner in the business and that he now ranks second only to the organizer of the business himself? Robert

E. Lee said that "duty is the sublimest word in the English language", and he might have added with equal truthfulness that "the wholehearted performance of duty is the sublimest thought-group of the secular type of which our mother-tongue is capable." Pay attention to your business, whatever it may be; give heed to it, and perform every act germane to it with singleness of devotion and whole-souled consecration of heart, energetically, enthusiastically, with fervency of spirit.

III. DEDICATION TO GOD

Not only "not slothful in business," not only "fervent in spirit," but finally, grandly, majestically, "serving the Lord". Without that concluding qualification, our passage might just as well have been written by Orison Swett Marden as by the great apostle to the Gentiles. Attention to business is all right. Wholehearted performance of duty is better. But neither of these nor both of them together would be safe constituents for a life-policy, worthy planks in the platform of living for Christian men, without the third and concluding principle of conduct contained in the inspired admonition, "serving the Lord". It took an inspired writer to add that touch, but the heart readily assents. No life is complete without God. No life is a success without attention to spiritual interests, which are the most vital interests of life.

Seek First Things First

Man is Naturally Religious

No men have ever yet been found devoid of the religious sense. The most degraded savages, so ignorant that many animals seem clever in comparison with them, have yet a sense of dependence upon a power higher than themselves and a philosophy of how it is possible to please that power. The belief in God is universal, and in the religious disposition found in every human being the brotherhood of man and the fatherhood of God are indubitably established. The irreligious man is the abnormal man. The infidel is a spiritual monstrosity. The agnostic is a spiritual aberration from the type of being created in the likeness of God. The normal man is the man of faith, and the larger the man, the more abiding his faith. It is no sign of weakness to love God. Rather is it the manly, the courageous, the heroic thing to do. There perhaps be colleges where the skeptical air is exalted, but not so here. This institution is happy to regard as its fundamental design the privilege of defending what Gladstone so prophetically styled "The Impregnable Rock of Holy Scripture." No man has ever yet graduated from this College who was not a Christian and a member of some evangelical Church. May this always be able to be said!

Religion Aids Progress

I would not essay to discourse upon the value of religion, how that, through the inspiration emanating from it and the soul renewal so characteristic of it, the world's progress is everywhere accelerated in direct proportion as religion is exalted. We all know the inward satisfaction of the religious life, the

pure joy of the secret testimony within that we are God's children. Such a consciousness is ballast on the billow-tossed voyage of life, bringing with it, amid trials, amid hardships, amid tribulations, amid successes, amid reverses, a peace that passeth all understanding—a peace incapable of understanding, but in experience how blessed!

Soul-Force is Life's Real Power!

Many otherwise laudable lives have a fatal weakness here—they lack spiritual power, soul-force. There are men who give strict attention to business, who render whole-souled service in their vocation, and yet fall short of real greatness in achievement and enduring attainment in success, because their successes and achievements are self-centered. No self-centered life may be properly regarded as thoroughly successful. In order to reach the high-mark in living our attention to business and our wholeheartedness in service must be dedicated to God. The spiritual must control us, if we are to be truly human, for the best part of man is the spirit within him. Dedication to God means devotion to the interests of our fellowman, for no man can love God and hate his neighbor. It should be the purpose of our life to be attentive to our business, our vocation, fervent in the performance of every task confronting us, and dedicated, with every power of body, mind, and spirit to the service of God and fellowman. We should so live that through the daily performance of our vocational duties wholeheartedly, fervently, we may draw our fellows to Christ, the magnet He that never fails to transmit a new power into whosoever is touched therewith. The life that embraces as its basic prin-

ciples this trinity of virtuous aims, with conscientious adherence thereto, under God, is destined to come to real greatness and to a crown imperishable, incorruptible. May each son and daughter of the class of 1912 tie his hope to such a life-policy as this—a life-policy such as all the seers and saints of all ages and climes and kindreds and peoples have cherished, but which is most clearly revealed in the life of Him who gave Himself freely, cheerfully, that all who believe in Him might not perish, but that they might have life, and that they might have it more abundantly.

CONCLUDING WORD

The foregoing pages set forth faithfully the ideals of life and conduct prevailing at Elon College. It may not be out of place to add in succinct form a few of the special advantages the College offers:

1st. High moral tone, no hazing, clean athletics.

2nd. Thorough scholarship under seventeen specialists representing the very best training in this country and Europe.

3rd. An equipment that is modern in every respect, upon which $55,000 has just been expended and $12,000 additional is soon to be expended, including steam heat, electric lights, bath and sewer systems, a modern gymnasium, and located in one of the most beautiful sections of the North Carolina hill country. "I will look to the hills, whence cometh my strength."

4th. Healthfulness that is remarkable. In twenty-two years there has never been an instance of serious sickness. For several years there has not been a death in the student body, and those who come to us debilitated soon regain their strength and develop a vigorous man- and womanhood. *Elon has no medical fee, because it is unnecessary.*

5th. An absolutely pure water supply from a deep well "that never faileth".

6th. Instruction of the most competent type in Piano, Voice, Art, and Expression.

7th. A Business Department that costs nothing when entered while a student in the Literary Department and that has equipped more men and women for successful careers in the business world than any so-called Business College, and has kept silent about its successes.

8. Special attention to preparatory students and to those who are deficient in a study or two, making it possible to save at least a year in life preparation.

9. Free intercourse between professors and students, contributing tremendously to character growth, which we regard as the highest good of College education.

10th. The lowest rates, advantages considered, in the entire South.

Finally, if you feel inclined to patronize an institution of these ideals and advantages, write for the Catalogue or any other number of the College Bulletin free and for any desired information to

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Elon College, N. C.

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AUGUST, 1912

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.



1912 OPENING NUMBER

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the
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and
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BULLETIN OF ELON COLLEGE

1912 Opening Number

INTRODUCTORY WORDS

In presenting this Opening Number of the College Bulletin to the kindly consideration of our friends and the public, we take this opportunity to say that, while we state very plainly the dangers as they appear to us of irreligion in education, we do not wish to pose as antagonizing our State institutions. We feel that they have a place to fill, a real place of usefulness too, but they should not be patronized by youths in the formative period of their life. After a man is grown and his moral and Christian character thoroughly knit, it is safe for him to attend an institution where religion is kept in the background, but not till he is grown. We should like to see our State schools frankly confess their shortcomings in this regard and refuse to accept any but mature men and women in their schools of instruction.

"But what would you do with the child of the man who is opposed to religion?" I would let that man persuade other men of his way of thinking to establish with him a College of his own liking, but I do not think he has any more right to demand that the State furnish him an unchristian school than I have to demand that it should furnish me a distinctively Christian school; nay, I do not concede that he has as good right to expect the State to furnish him his

type of College as I have to expect it to furnish the type I desire, because my College will furnish the State with a better class of citizenship.

Our purpose in this Bulletin is to get the matter squarely before those who are contemplating a College course, either for themselves or for those dear to them, that they may settle the weighty issue with the full status of the case before them. We have no doubt, however, that nine-tenths will assent to the position taken in this Bulletin by those who have given their lives to the work of training the growing mind of youth and who make their assertions upon a solid basis of experience.

The concluding item of this Bulletin, which is an appreciation of the life of one of Elon's most promising Alumni written by the President of the College, we print with sorrowful hearts, but yet with gratitude for the testimony he gave of the value of his Alma Mater to him in the most trying period of his life. In the words of the minister, the venerable Dr. W. W. Staley, who preached his funeral, we say with bowed head and submissive heart: "Angels might well attend the coronation of a spirit so rare and a soul so spotless."

THE PLACE AND POWER OF COLLEGIATE EDUCATION OF THE CHRISTIAN TYPE *

Every Age Has Its Characteristics

Every age has its characteristics, sounds its dominant note. And equally does every department of life, in every age, have its peculiar, its distinguishing tendencies, influenced, of course, by the general character, but having nevertheless something distinctively its own. To these general principles education is no exception. The conception of what it ought to be and do has changed from age to age and is different now from what it has ever before been in the world's history. The educational ideal of today, I mean the commonly accepted ideal, is far different from that of fifty or of one hundred years ago. The modern leaders of educational thought look with commiseration upon those who were educated under the old regime and hold up the new as worthy of all acceptance, and of every confidence.

Characteristics of the Old Education

The old education was staid and dignified and thorough. It laid great stress upon disciplinary studies, especially Mathematics and Ancient Languages, and honored them with the flattering title of the Humanities. It regarded man as a living soul and endeavored to enlarge the sphere of his living. "Getting ready to live" was the

*Reprinted from Times-Dispatch of July 14. Written by President Harper for that paper.

aim of every one who sought education, whether in the preparatory school or the College. And life was more an art than a science—a fine art, comely and symmetrical and charming. Culture was appreciated as one of the greatest human graces, and conversation was brilliant and engaging. The human soul unfolded and expounded benignly under this system of education. Great thinkers in pulpit and in pew graced the age. Life was large and sympathetic, conduct was cultured and humane, and there was time not only for making a living, but also for living a life—a life that was proportionate, simple, even, graceful, charming, cultured.

Dominant Notes of the New Education

But this system of education and the life it fostered and fruited were both destined to receive harsh treatment in the strenuous days that succeeded the early national life. Wealth began to accumulate, and men to decay, not that the population decreased, but that men became intoxicated with the idea of making money and gave less heed to man-making than in former days. This has been the experience of nearly every new country, fertile and well favored as ours is, but particularly so in ours because of the era of invention in mechanics that has ushered in, making mammoth fortunes possible and scattering millionaires plentifully all over the land. The easy, care-free, cultured life of the preceding generation fell into disrepute and was regarded as unsuited to practical men. The education which fostered it was also discredited. Mechanical schools, business schools, normal schools, trade schools, schools of all kinds offering short-cuts in the way of preparation for the new ideal-life then forming, arose as criticisms of the old

educational method. It became the fashion to berate and minimize the institutions of the former days and many of them changed their ideal and made it as far as possible conform to the demands for a more practical education, the dominant notes of which are practicality, efficiency, specialization, and the elective system.

Put Education's Emphasis on Man, Not on Practical

There is no denying that ours is a practical age. This arises from the commercialism which is our hope and also our menace. I have no quarrel with wealth —we must have it. Industry and life today both require large wealth. It is our hope. But the spirit of commercialism, unless tempered with the spirit of humanity, will prove a direful menace to personal and national life. The practical tendency of our life appears in every direction. The Church interprets it to mean social service through various forms of organized effort. The statesman no longer busies himself with the elemental principles of democracy, but devotes his energies to effecting certain desired legislation. No feature of our public life exemplifies this practical tendency more than the present day typical Fourth of July oration. The practical educator would spend time on nothing that does not tend directly to the production of more wealth. This practical tendency narrows life, empties it, makes a man a machine. We forget that the most practical man after all may be the man who puts emphasis on *man* and not on *practical*. We are, first of all, men and should not allow ourselves to be so practical that we become cogs in industry's wheel and

cease to be men. The system of education which introduces its pupils to nothing except what will contribute directly and practically to their narrow sphere of activity in life is seriously at fault. It will make its graduates practical, but will limit their horizon, sap their sympathies, dwarf their life, and disqualify them in life's evening time to enjoy the fruits of their industry.

Narrow Efficiency Results in Left-overs

Efficiency, too, is an outgrowth or rather an exaction of our commercialism. The units of our industrial system, whether they be human or mechanical units, must be the most efficient to be had, or they are to be rigorously eliminated. The left-overs of our day are a sad blot upon our life. Inefficiency is not to be tolerated—only the capable need hope for a permanent place in the twentieth century industrialism. I am persuaded that the reason that we have so little efficiency in spite of our clamor for and pursuit of it is that we put the emphasis in the wrong place.

Broad Efficiency Counts

The tendency to be *practical* and the tendency to be *efficient* come very close to each other just here. In his endeavor to be efficient the future left-over eliminates from his life-preparation every element except the practical. He is without sympathy with anything except his narrow line of work and incapable of adapting himself to any other kind of industry. When the crisis comes, whether in the form of changing industrial condi-

tions or of advancing years, he falls, and great is the fall of him. We need efficiency and must have it. We need efficient men and must have them, but we must remember that the most efficient man is the broad, not the narrow man, the man of sympathy by disposition and mental outlook and so the man of adaptability. The system of education that aims at practical *efficiency only* narrows and prejudices men and disqualifies them for filling the largest sphere in life of which they are capable. The education that will yield the largest results in practicality and efficiency is that which lays a broad foundation, touches life in all its phases, thought in all its branches, and electrifies by the thrill of sympathetic communion with the best that has been said and done in all ages.

Don't Specialize Too Early

But the new education has spent its force most largely in insisting upon specialization and the elective system. Specialization is all right in its place, and necessary. The Jack-at-all trades is good for none. It is equally true that he who does only one thing cannot do it as well as he who can do other things also. Specialization can begin *too early* and be carried *too far* to yield the best returns even in material things. In matters of education and life-preparation this is even more true. The educational ideal of the Greeks was, Know thyself. The educational ideal today is, Know thy job. One looks to life, the other to making a living. The advocates of the *"Know thy job"* education argue that the *"Know thyself"* type was like breathing in a vacuum. I am inclined to think that the new type is like

breathing in a whirlwind; in neither case would the respiratory organs be in normal condition. I would much prefer to either kind the type of education summed up in the homely adage, "Know something about everything and everything about some one thing." This type of education would provide for specialization, *know-everything-about-some-one-thing,* and also equip for life, sympathetic, broad life, *know-something-about-everything.* The narrow specialist is a one-eyed man. He lacks sympathy and breadth. He is deep, but his banks are so close to each other that only specially designed vessels can ply the stream of his life. What he needs is broadening; then the depth he already has can furnish anchorage for all the ships that ply the seas. Which do you prefer—Hampton Roads or the Nansemond?

There is Danger in Electing Easy Courses

I do not think we will ever return to the curriculum days of our early educational practice, but I do think the elective system as now obtaining in this country is doing harm to a great many innocent people, the blood of whose failure in life will be chargeable to us who do know and should lead in this matter. The modern elective system makes it hard for the man who is really anxious to develop mental stamina and easy for the fellow who desires to get through on any terms. A College diploma once meant that its possessor had done solid work and might be regarded as capable of doing good service in the world. A College diploma in many quarters today carries with it no such message. It may mean four years' hard work, or it may mean four years' social conviviality seasoned with a little study of the

lighter sort. When the elective system becomes a cloak to hide the laziness of educational drones, it calls for rebuke, and that is what it is amounting to in many instances. The tendency to let it begin its operation in the nursery is a deplorable tendency and should be sturdily discountenanced. At Elon we do not allow it to begin to operate until the Sophomore year is completed, and even then we find it necessary to safeguard the solid, disciplinary studies by certain stipulations in order to prevent their crowding out by the easier, lighter, less important subjects. I am inclined to think that other Colleges will also be forced to tolerate a permanent lowering of their scholarship under the free elective system or to resort to such regulation of it as Elon practices. For students, not foreseeing the consequences it entails, wish to take only such studies as will bear directly on their life work, influenced by the tendency of our age to be practical, efficient, and to specialize. Thus the young minister would make his College course a theological seminary course; the young doctor, a medical course; the young lawyer, a law course; the young teacher, a normal course; the young business man, a commercial course; and so on.

Prepare Thoroughly Before Specializing

Such a tendency to elect only practical and special branches will, if encouraged, eliminate the College as such from our educational system and give us nothing but preparatory and special schools, our universities becoming a mere cluster of special and technical schools. This is its meaning. Can we afford to accept the inevitable consequence of a tendency like this without protest? If

we do, we shall become thoroughly commercialized and cease to occupy a place of influence in the world's affairs. Dollars are not intelligence; wealth is not leadership in the things that make a nation influential; men of great wealth are not necessarily great in statesmanship. The nation that gives itself wholly to money-making will like king Midas find itself starving in the midst of metallic abundance. I do not believe our nation will ever be blinded to commit this fatal blunder and so I feel that the American College is destined to live and thrive and occupy its real place in the affairs of our life and endeavor. I believe we shall have special schools—we cannot do without them; but we are beginning to learn, and will increasingly do so, that the time for the special school is after the College course is taken. Business colleges of repute now discourage any but those who have had a liberal literary training from coming to them for a business training. The great law and medical schools require a College diploma for entrance. Theological schools, be it said to their great honor, have always had this requirement. The State of Virginia requires that after 1914 all dentists shall first take the full medical course. What I hope to see and believe that we shall see within half a century is a requirement on the part of all special schools entitled to public respect and worthy of public patronage that all who apply for the special training they offer, shall present a College diploma for admission. Such a requirement would relieve the narrowing, dwarfing, belittling tendencies now inherent in our endeavor to be practical, to be efficient, to specialize and to apply the elective system. And I do not think it visionary to expect that such requirement will be ere long operative in our Ameri-

can educational system. At any rate, I know it ought to be.

The College Gives a Solid Foundation to Life

The place of the College, then, of collegiate education, is to save practicality from narrowness, efficiency from inadaptability, specialization from unicenteredness, and to keep the elective system from going to seed. It should give a solid foundation to life and so make possible the erection of a noble superstructure in the way of practical, efficient, special training for the vocation of their choice. English, History, Mathematics, Ancient Languages, Philosophy, Science, Natural and Social—all must have their place in the College that does its full duty by its pupils. It is a place that cannot be left empty, for, if it is, the superstructure will topple to ruin eventually. The foundation is as necessary to stability in education as in architecture. It is the place of the College to lay this foundation, firm and solid, broad and enduring. The education that encourages specialization before this foundation is laid by the College is like the architecture which builds the roof before the side walls are erected. To specialize before taking a College course is to cast life in a small mould and to confine the possibilities of its success in a narrow compass. A pyramid on its apex is an apt description of a specialist without a solid educational foundation, such a foundation as the College, true to its ideals and cognizant of its proper sphere in our educational policy, alone can give. As long, then, as foundational work is needful in education the College will have a large and important place to fill in preparing men and women for life and opening up to them the possibilities of larger success.

The Real Strength of the College in the Personal Power it Engenders

And the power of the College is conditioned on its rightly performing the task we have outlined for it, the task of doing the foundational work, a work that is not so spectacular as that of building skylights, minarets, and fancy gables, but more necessary and fundamental without exception. The real claim of the College to esteem and respect is the sense of personal power it generates in its graduates. There is no denying the fact that in the man who has spent four years in College is developed a personal power he could have had in no other way. His personality has been enlarged and he has been charged with power by coming in contact with the many fields of thought and action covered by the well-planned College course. Herein lies the real difference between the man with College training and the man with special training alone. The College graduate has personal power; the special school graduate has special power. The medical college generates medical power; the law school, legal power; the mechanical institute, mechanical power; but the College yields that exquisite product, personal power. It is well for us to have personal and special power both, and we ought to have, but we should steadily recognize that personal power, without which man's individuality is cramped and dwarfed, cannot be had except through a thorough College training, where the humanities as well as the practicalities and specialities of life are insisted upon and the human soul expands in fullness under the magic thrill of world-culture as it becomes a part and parcel of the individual's equipment for life.

Personal Power May Become a Menace—When?

But personal power is a dangerous weapon in the hands of an irresponsible man. A giant, when a maniac, is much more dangerous than a dwarf who is a maniac. Personal power is desirable, provided it is rightly used. We had far better have no personal power than to have it prostituted to base, ignoble ends. That is why we Christian people have builded and equipped Christian Colleges, because we wish the personal power a College ought to generate devoted to proper ends. I deplore the tendency, fast becoming a fixed purpose, on the part of certain rich men, to remove College education from the influence of religion. Our country will be in a sore plight, if these would-be philanthropists ever get their way. For, in the event they do, the personal power generated by College training, without the safeguards with which religion surrounds this new energy, will, in increasingly more instances, be desecrated and prostituted to the world's undoing.

Let Us Hear the Conclusion of the Whole Matter!

The Christian Colleges of our land have a worthy place —the foundation they of our educational system—and generate a much needed power—personal power—which they generate with such safeguarding, under the influence of the church, that they prevent it from becoming a menacing and destructive force. Truly are our Christian Colleges the backbone of our prosperity, now and in the coming years.

THE TEACHER'S PERSONALITY

It Is Life that Helps Character

The thing that has weight in character-development is life. That is why the parents' influence over their children is paramount. That explains also why it is sometimes said that a minister's children are bad, because the father is so little at home with them in many cases. That is also a great argument for the small College.

I know that the big College looks big, and I know that this is the age of big things, but I also know a few things about the unfolding of life and the growth of character, and I know that without doubt life is influenced by direct contact with life, and by very little else, during the formative period of youth.

When a young man or young woman goes off to College and does not come into direct contact, intimately, with older persons whose character is Christian, you may expect small results in character development of the right sort and a large harvest of the wrong kind. Strange that many parents do not realize this, isn't it?

Poor Fellow!

A young man in a big College had been for four years in a certain big professor's class in Latin. He was to graduate the next week, and desired a testimonial from his teacher to aid him in securing a position as Latin teacher in a small College. I was present as a listener to the conversation. The professor did not remember to have seen the

young fellow. After he had asked his name, he inquired what classes he had had with him and what mark he had obtained. "Oh, yes, yes," said the professor, "I will dictate to my secretary a letter for you. What is your address?" And so they parted after four years' association in what ought to have been the intimate relation of teacher and pupil, without even a handshake or a wish for the young man's success in life. That is a picture of the influence of the teacher's personality in the big College. The sad part of it is that that young man's life had been influenced by somebody's personality during his course, and in all probability disastrously, at least it so happens in many cases.

Happy Youth!

A young man graduates at Elon College. He is the personal friend and intimate acquaintance of every member of the faculty. He desires to secure a position and suggests that his teachers give him a testimonial and they readily agree, adding, "I will also write a personal letter to the party you are in correspondence with and will keep on the lookout for a place for you constantly. I shall be glad to be of service to you at any time; don't fail to favor me by calling on me. Whenever you can, come to see me." The character of a teacher of this type has its moulding influence over the life of every young man and young woman in the College. Elon professors encourage the most familiar intimacy with their pupils, with the express design of rendering the best possible service in character strengthening.

A Deserved Tribute

When Mark Hopkins was President of Williams College one of his pupils, then a statesman of international renown, was asked for his definition of a College. "A boy on one end of a log and Mark Hopkins on the other," was his ready response. What was that but the deserved tribute to the teacher's personality, and the remark was worthy of the preacher President of the United States who made it. Speaking from experience, this writer knows that the most telling influence in his life was the personal touch he was privileged to have with the Christian teachers during his College course.

Be Careful— Go Slow

In selecting your College or in selecting the College for your loved one, you would do well, exceedingly well, to inquire diligently whether the teachers are God-fearing men and women, all of them, for even one scoffer may insert the deadly germ of infidelity into the character of youth, and whether provision is made for personal contact between teacher and pupil. Such an inquiry will yield you an enormous rate of income in character and life and inure to the success of your sacrifice and endeavor. The great thing in education is not Latin, nor Greek, nor Mathematics, nor English, nor History, nor Science, nor Philosophy, but character, and the only kind of character worthy the name is Christian. This cannot be had without personal contact of the growing mind and spirit of youth with men and women of sterling wealth of Christian man- and

womanhood. These desiderata cannot be had except in the small Christian College. Shall you profit by the experience of others in this regard, or will you learn at your own expense of character the tremendous value of the *teacher's personality?*

THE CHRISTIAN SCHOOL SUPREME *

A Friendly Comparison

The idea of comparison, of relative merit in different systems of educational institutions, is suggested in the heading. Comparisons are often hurtful even to the thing you would help. But it is hoped that no hurtful spirit will steal into our comparison. We mean to contrast the Christian school with the state school, the government school. Our thesis is that the Christian school is the better of the two, is supreme as an educational agency. This comparison is opportune just now because of a feeling and a thinking, which is wide-spread, that the state school is to be the leading school of our common country, and in fact has come to be such in many parts of this vast republic. It is opportune because many things operate against the Christian school and make it very difficult for such schools to exist unless already heavily endowed.

The Christian School Has Led in Education!

I want to observe, first, that historically the church as an educational agency has justified the heading of this article. It is generally conceded in the most highly intelligent communities, far and near, that of all contributions to civilization, culture, character, and enlightenment by the various peoples of the past, Egyptians, Chaldeans, Babylon-

*This article is furnished by Prof. W. P. Lawrence, of the Chair of English Language and Literature in the College.

ians, Persians, Hebrews, Greeks, Romans, and the rest, that the Hebrew has made the most valuable bequest to posterity. Perhaps because of his peculiar fitness for the working out of a far-reaching and powerful divine purpose, the Hebrew was chosen as the medium through which the marvelously great and, at the same time, as marvelously simple system of teachings known as the Old and the New Testaments were given to the world. The Hebrew did not invent an everlasting architecture as did the Egyptians, nor world-famous art and architecture as did the Greeks, but through him as the greatest teacher of all nations or races of men came a system of teaching incalculable in its wholesome and helpful effects on human character. Through the Hebrew came spirit-transforming and character-building ideas bearing the stamp of infinite Mind and Spirit itself—ideas that have simply transformed a world of savage men into states of well-governed citizens. Now, the school, the instructor, the teacher is the agent by which this wonderful achievement comes. The school under authority of the system of Hebrew government, which system was chiefly religious, is almost as old as the Mosaic law. It *was* the school, the teacher, and has *ever* been these through which the ideas and principles of the Hebrew religion have been impressed and fused into human spirits and minds. Then upon the return of the Jews from the Babylonian captivity, it appears from the eighth chapter of Nehemiah that a system of teaching was set up by Ezra and has continued with variations until we find it now being carried on under the name of the Christian school, in the Roman Catholic, English, and Protestant churches. The schools growing out of the Ezra system were known as rabbinical.

There were, perhaps, as many as four hundred of these in Jerusalem alone at the beginning of the Christian era. The Christian church adopted the Jewish idea of maintaining schools, hence the Christian schools of our day.

"You Can't Commend the Sermon on the Mount in this State School"

I want to observe, secondly, that in a government such as ours where church and state are separate, there can be no state church, hence the state schools cannot, except by common consent, admit religious instruction at all, not so much as reading and commenting in the most general way upon the Bible. The Bible itself may be excluded from the state schools, if objection is brought to its being there. In some parts of the United States it has been excluded already, and in most instances because of objection to its presence in the state schools by the Roman Catholics; and, should anybody else object in other parts of our country, it will have to go just the same. I once read a part of the Sermon on the Mount from the fifth chapter of Matthew and made brief favorable comment upon it before state high school students. I was advised by the superintendent of the school on the following morning that the laws of that state allowed no comment upon the Scriptures before the schools. There are various reasons urged for excluding religious instruction from state schools. Perhaps one of the most effectual is the accusation that religious sects are narrow, that the theology of the various religious sects is skeptical of new theories in science and philosophy, a charge that finds ample grounds for its existence in the attitude of theology towards astronomy, geology, and evo-

lution, for example. Now, theology is not religion, but it is about as difficult to find religion without theology as it is to find smokeless fire. The smoke is the inconvenience, the disagreeable thing that we must put up with, if we have fire. Shall we abolish fire because it smokes? Shall we sustain the charge against religious teaching because theology is a necessary accompaniment? Recently a very wealthy man threw the weight of millions of dollars against the hold various religious denominations have upon the denominational Colleges. That weight has broken the hold of some churches, and the Colleges, in those instances, have come out from the so-called bondage of narrow theological creeds. In other instances the weight of these millions has had the effect of tightening the grip of the church upon the College. Such use of money appears to me to be exceedingly harmful to Christian education and I hope public sentiment will speedily come so to regard it as that we may not suffer a repetiton of the blunder on the part of another would-be benefactor of the highest type of education—Christian education.

The State Should Follow Up the Work of the Christian College

This discussion is not to be thought hostile to the state school, but simply placing it in its correct place as an agency in statecraft. The state school is a necessity in a popular form of government and should be made as highly efficient as possible. Its place is to prepare all the wards or citizens of the state for the best citizenship, in intelligence, craftsmanship, and in the professions, because these three elements of greatness—intelligence, craftsmanship, and the learned professions—abounding

universally among the citizenship, afford the sanest and the most substantial supplement to intelligent Christian character. Popular education has not, so far, been successfully accomplished by the church, and would be an impossibility in America where we have such a diversity of Christian sects, hence the duty, the imperative duty of the state school is clear, and the most enthusiastic Christian school advocate should be equally solicitous for the state school.

Strive for Christian Character in Education

Now, just as the state deals with a lower form of government than does the church, so does the state school deal with matters of less moment in human character than does the Christian school. America can rise no higher as a national soul than the aggregate excellence of character-building power of her Christian schools. I should be glad to see such loyalty to our Christian Colleges and such high-grade Christian teaching power in the faculties as we have not yet had, not because of pride, but because I should like to see the Christian church contribute its combined force of intelligence and Christian character to our Colleges and Christian schools in making them more powerful engines in raising into the full view of an admiring world a beautiful, vital, Christian character, which can be had nowhere else than in such Christian institutions.

FACULTY AND ADMINISTRATIVE CHANGES

Miss Eula Virginia Long, *Director of Fine Arts.*

Miss Cornelia Bryan resigned her position as Director of the Department of Fine Arts at Commencement and the Board of Trustees chose as her successor Miss Eula Virginia Long, a native North Carolinian, but at the time of her election a resident of New York City, where she had been teaching Art and doing graduate work in her specialty in Cooper Union for the past four years. Of her election and her attainments the News and Observer had this to say:

"Miss Eula Long, of New York City, has been chosen Director of the Art Department in Elon College and has accepted. Miss Long will also teach mechanical drawing in the courses in mathematics of the Literary Department, which require such instruction. She enters upon her duties September the first.

"Miss Long is a native North Carolinian, her home being in Chatham County, N. C., and is the sister of J. Adolph Long, Esq., Graham, N. C. Miss Long received her literary education at Elon and also studied Art most successfully there, but later went to New York to study in Cooper Union. For the past four years she has been doing graduate work in Art under the world-famous Art specialists who are connected with Cooper Union and has also taught Art in that institution.

"While there is regret at Elon that Miss Cornelia Bryan, who for three years has filled with such genuine success the position as Director of Fine Arts,

Holland, Holland, Va., is tennis manager. R. M. Homewood, of Southern Alamance, has charge of track sports, C. C. Johnson, Jr., Siler City, N. C., is manager of the basket ball quint. These men may be depended upon to represent their various departments with signal ability and due regard to the high standard of sportsmanship prevailing at Elon.

"The College is also fortunate in the selection of its physical director for the new men's gymnasium, this summer to be erected. The director is Mr. R. N. Miller, Richmond, Va., who for four years has successfully filled a similar position in the Railroad Y. M. C. A. of this city, and who is now engaged in further studies for his new responsibilities in the Y. M. C. A. Physical Training School of New York City. He enters upon his duties there Sept. 1."

MR. VICTOR PAINTER HEATWOLE, *Director of the College Band.*

The College Band was organized five years ago by Prof. Russell Arndt Campbell, who has been its director ever since and has made it into one of the finest College Bands in the country. At the recent Commencement Prof. Campbell was chosen College Bursar, and as this duty conflicts with the hours of band practice, it became necessary to select a successor to Prof. Campbell. The choice out of many applicants fell to Mr. Victor P. Heatwole, Dayton, Virginia, who will enter upon his duties with the opening of the Fall Term in September. Mr. Heatwole comes highly recommended and may be expected to maintain the high standard set by his predecessor. Prof. Campbell will be connected with the Band and will have general oversight of it.

Miss Essie Mae Houchins, *Stenography and Typewriting.*

Prof. A. Liggett Lincoln, who for six years has taught Stenography and Typewriting in the College Business Department, resigned in June to begin medical studies in the Johns Hopkins University. After careful consideration Miss Essie Mae Houchins, of Norfolk, Va., has been chosen to this position. Miss Houchins is an expert stenographer and typewritist and has had extensive experience in practical office work of a high and difficult character and may be depended upon to perform her new duties with exactitude and thoroughness. Bookkeeping will be under the directorship of Dr. Thomas C. Amick and he will be Director of the Commercial Department as for the past two years. Those who take the Business Course have all the privileges of the College and may take such literary work as they may desire and their time and qualifications permit.

The Young Ladies' Hall, *Mrs. Sadie Jones, Matron.*

The College is fortunate in its arrangements for the Young Ladies' Hall, where young ladies may board at cost with home surroundings. Mrs. Sadie Jones, far-famed as a successful boarding house keeper, has accepted the position as matron of the Hall and will give the young ladies the value of her excellent experience in conducting to success their enterprise. It is confidently expected that young ladies will be able to secure room, board, with heat and lights, in this Hall for not over $60 per College year.

THE YOUNG MEN'S CLUB, *Mrs. A. T. Battle, Matron.*

We are happy to announce that the Young Men's Club is to be placed on a permanent basis this year, with the College behind it, thus securing its permanency. Fortunate for the young men is the selection of Mrs. A. T. Battle, Louisburg, N. C., as their matron, who will look after their house and cooking and give the club the home atmosphere so essential to the success of an institution of its kind. It is expected that the Club will be able to furnish good substantial table board for less than six dollars the month. The club will from now on be conducted in a building owned by the College, which will insure a low rate of rent and permanency.

ADDITIONS AND IMPROVEMENTS IN THE COLLEGE PLANT

The New Gymnasium

The Board of Trustees at its June session decided to erect at once a modern Gymnasium for men and to equip it with all needful gymnastic appliances, recognizing that no present day College is complete without its Gymnasium. The carrying out of this decision was entrusted to a Building Committee consisting of President Harper, Dr. W. W. Staley and Mr. Kemp B. Johnson, and this committee was instructed to employ expert assistance and architects and to make the building up to date in every particular.

It was decided to combine with the Gymnasium a Dormitory feature for young men. The basement of the building is to have storage rooms, lockers, space for swimming pool, and shower baths. The first floor is to have an apparatus room, a directors' room, lobbies, and Gymnasium. The second floor will have twenty-two dormitory rooms, halls and running track. The third floor will have twenty-four bed rooms and an additional track. The building is to be 120 by 60 feet inside measure and will be equipped throughout with electric lights, steam heat and baths and sewer systems. It is safe to state that no College in the South will have a better Men's Gymnasium than Elon when this handsome edifice is completed.

The Young Ladies' Gymnasium

The Board of Trustees also decided to equip with proper gymnastic apparatus the Young Ladies' Gym-

nasium in the West Dormitory Annex. The Executive Board of Trustees decided after careful consideration to place the Gymnasium room on the second floor of this annex for privacy and convenience of the young ladies and to remove the College Dining Hall from the second floor to the first floor, also in the interest of convenience. The old culinary room on the second floor of the annex will be the quarters of the Department of Fine Arts and this will allow the Lincoln Infirmary on the third floor of the West Dormitory to be enlarged to occupy two rooms.

All these changes will be effected before the opening in September.

THE COLLEGE LIBRARY

Prof. Lawrence, Curator of the Library, has made extensive changes and improvements in the library facilities for the coming year. He has taken in the old typewriter and penmanship room used by the Business Department and had the shelves in the Library proper built to the ceiling and has constructed a platform, approached by a stairway mid way in the stack, so that it is easy of access. In the new room will be placed all the newspapers and current periodicals. The middle room will contain the reference works most used and consulted. The west end room will, as heretofore, contain the stack of books.

The Library hours will be changed slightly this year. Young ladies of all classes will be allowed to use it only from 1:20 p. m. to 4:00 p. m., and young men of all classes only from 10:40 a. m. to 12:20 p. m. and from 4:00 to 5:00 p. m.

The College is fortunate in securing as Librarian this year Miss Larlie May Taylor, Milton, N. C., so favorably known to many students of former days.

Prof. Lawrence is meditating a plan by which at least a thousand dollars' worth of new books will be added during the year.

GIFTS TO THE COLLEGE

Besides the completion of the Fifty Thousand Dollar Special Fund last year, the President's Report to the Trustees at Commencement showed the following special donations during the College year 1911-1912:

ON CURRENT EXPENSES

The S. C. C. Elon College Fund	$1,400.00
The Asbury Palmer Board	1,500.00
Total	$2,900.00

ON PORCH TO NORTH SIDE OF WEST DORMITORY AND FIRE ESCAPES ON ALL BUILDINGS

L. M. Clymer	$ 100.00
E. S. Carlton	100.00
J. Beale Johnson	100.00
Willis J. Lee	100.00
Mt. Auburn Church	100.00
Kemp B. Johnson	50.00
W. W. Tuck	50.00
The Asbury Palmer Board	1,000.00
Total	$1,600.00

ON REFITTING THE COLLEGE AUDITORIUM

Mrs. W. J. Lee	$ 35.00
Mrs. Joseph Farmer	25.00
Mrs. M. F. Cook	25.00
Mrs. C. R. Brothers	25.00
Mrs. Sue Jones	10.00
Mrs. J. W. Page	10.00
Mrs. J. R. McNally	5.00
Young Ladies of the Class of 1912	15.00
Total	$ 150.00

For the Lincoln Infirmary

Dr. J. E. Lincoln	$ 50.00	
Mrs. S. W. Lincoln	25.00	
Total		$ 75.00

Arc Light for the College Auditorium

The young men of the Class of 1912 voluntarily presented their Alma Mater with a 600 candlepower light, which makes a handsome addition indeed to its equipment.

Pictures for the Reception Hall of the West Dormitory

The following young ladies of the Art Class of 1912 each gave an original picture of her own production to the Reception Hall of the West Dormitory: Miss Berta Garrison, Miss Lucy Gregory, Miss Naomi Joyner, Miss Thompsie Holland, Miss Thelma Clymer, Miss Helen Machen, Mrs. J. L. Foster.

Framing Picture for College Auditorium

A few years ago the Reverend C. H. Rowland with a few friends at his solicitation presented the College with a life-size oil painting of Reverend William Samuel Long, D. D., first President and Founder of the College. This valuable gift was unable to be placed in the Auditorium because it was not properly framed. To the rescue came the good ladies of the College community, who of their own free will and accord had this fine portrait of this fine man appropriately framed and placed in a suitable place in the College Auditorium.

For all these valuable gifts, aggregating in the neighborhood of five thousand dollars, the College records its most heart-felt and grateful thanks and sincerest gratitude. And to the friends who so generously helped us, we offer the homage of our hearts and the service of our lives.

FINANCIAL ITEMS FROM THE BOARD OF TRUSTEES

The Gymnasium Fee

The Board of Trustees have decided to collect a Gymnasium Fee of two dollars each term. This fee is payable, as will be noticed below, on the opening days in the Fall and Winter Terms. This means that all students will pay sixteen dollars in fees from now on instead of twelve dollars as heretofore. Even this is far less than the fees charged by Elon's sister institutions. This fee, two dollars each term, will be paid when the student matriculates.

Text-Books and Sheet Music and Art Material

The Trustees voted to sell text-books for *cash only* from now on. The College sells the text-books for just what they cost with a very narrow margin for carriage and cannot afford to sell on any other terms than cash.

Sheet music will also be sold *for cash only,* but the price will be reduced considerably below the publishers' prices heretofore charged. The intention is to charge just enough above actual cost to make the business bear its own expenses.

Art material will also be sold *for cash only,* and here also the intention is to sell at a very small margin, with just enough profit to insure that the business shall be self-sustaining.

It is suggested that parents send for deposit with the College Bursar on opening day ten dollars to be applied to book, sheet music, and art material accounts,

and that when this is exhausted and statement of what has been purchased with it is rendered by the Bursar another deposit of such amount as shall seem necessary be made, all money left on hand to be refunded at the end of the year.

If parents prefer to have their children pay for the books themselves, there will be no objection to this. We suggest that from five to eight dollars be given each student for these purposes, when he starts to the College.

FINANCIAL RULINGS BY THE BOARD OF TRUSTEES

"That no student be allowed to graduate until all his accounts with the College have been paid, or settled by satisfactory note.

"That no student be allowed to matriculate again who has not paid his accounts of the previous year or arranged same by satisfactory note.

"That no accounts be closed by note, except for tuition, and then only in case of real necessity, same to be determined by the President.

"That matriculation, library, gymnasium, and laboratory fees must be paid in advance, as stipulated by the catalogue."

PROCRASTINATION IN EDUCATION

"Our children can go here at home a year or two yet", is a favorite remark of those who procrastinate in education. When pressed with the question as to what progress their children will make in the school referred to, they will frankly admit that their progress will be slow and that *perhaps* they will not be able to enter College any higher than they now can. "But you know it does not cost so much here," will be the concluding retort and from this monetary position it is exceedingly difficult to dislodge them.

Will parents consider that a year or two lost now in the preparation of their children for life will be a corresponding period lost when they are thirty or thirty-five years of age? Take a sober, earnest, conscientious view of the situation and see if that is not the conclusion that you will be driven to accept as correct and accurate. What is a year worth at thirty or thirty-five? That is the cost to you of keeping your child at home in a school where he will mark time. Which will cost you the more, a year at an institution where your child will make two, likely three, times as rapid progress as he possibly can in your local school at the cost of $137 to $187, or a year out of his life at thirty or thirty-five? Placed on a cold business, monetary basis, you should let us have that child. We are prepared to prove to your own satisfaction by experience what we conclude in this vital matter to be the conservative answer.

"But how can you advance our child so much more rapidly at Elon than our local school can? He seems

to be working all the time here." Come and see. We invite the fullest, completest investigation. A visit will serve to satisfy any honest questioner. To begin with, there is nothing here but the educational interest. At home there are family chores and social obligations and interruptions of numerous kinds, and they cannot be avoided. In the second place, the freedom of the life here puts a student on his metal and encourages him to do his best. He does not sit in cramped posture in a school room all day with recitations going on all around him—the wonder is that a youth ever learns anything under such conditions—but he goes to his own room and there assuming a restful posture applies himself assiduously and uninterruptedly to his study. Then the mere fact that he is associated with those much further advanced than he is will have a stimulating effect on him. His recitations, too, are one hour in length, and this means longer lessons and opportunity for more thorough discussion and explanation. Finally, he will have the very best trained teachers this country can afford—men who have not only completed their College course with credit, but who have received degrees from the graduate departments of the great universities of the world. Yes, we can do it: we have done it for others, and we will do it for you, if you will but give us the opportunity we so earnestly seek.

Procrastination is the thief of time; I have known also instances wherein it has been the thief of opportunity. The other day I was talking to a young man who four years ago was anxious to go to College. His father let him mark time for four years, and now he will not go to College, for he is discouraged and downcast. Please don't procrastinate with your child.

Give him a chance and satisfy a good conscience in the matter of offering him the opportunity to make his life a success—such an opportunity as Elon extends at a minimum of cost and a maximum of efficiency. We need your child; he needs us; our interests are mutual.

We guarantee satisfaction. We can point you to numerous cases where the full high school course of four years was taken here in two. What we have done, we are prepared to do again in your case. Let us hear from you.

SHALL OUR EDUCATION BE CHRISTIAN OR UNCHRISTIAN?

A Startling Revelation!

The National Educational Association, which is supposed to reflect the educational sentiment of the country as faithfully as such an organization can, has just adjourned. It suggests in its platform many needed reforms and is eloquent in its plea for the rural public school, larger and better school houses, beautification of school grounds, practical education, and kindred themes, but does not even make mention of the religious life as at all within the province of education. *O tempora! O mores!*

A Study in Values —Weigh Well!

Our various State Constitutions and our Congress by the creation of the Bureau of Education in the Department of the Interior recognize that education is the duty of the state. These same instruments, as well as the Constitution of the United States, affirm that the church and state shall be forever separate and distinct in this country. In the popular thought the church has been accepted as the synonym of religion, and so the conclusion has been drawn that there must be no religious instruction in the public schools or the state institutions of higher learning. If it is the duty of the state to educate that its citizens may be intelligent and provide livings for themselves, is it not also the duty of the state to pro-

vide moral and religious instruction that the graduates of its school system may be law-abiding and upright? Is it worth while to educate a man's head and neglect his conscience? Which is worth more to a state, an intellectual prodigy without character or an intelligent man of character? Is it any more the duty of the State to provide for education than for religion?

A Tremendous Blunder

But this is not the end of it. Not only have we seen the Bible and prayer excluded from our public schools, but we have seen something positively hurtful to moral and spiritual growth put in its place. In the public school age the pupil is in its own home when not in school and so the evil effect of the lack of moral and religious instruction does not appear, the parents' admonition and the home influences acting as a corrective to any moral or spiritual laxness that may tend to develop from the school, but even here teachers whose moral character is low and whose opposition to religion is outspoken have their depressing effect on their pupils. I would like to see the time come when no man who was questionable as to his moral life and hostile in his opinions to the Christian religion should be permitted to teach in our public schools, and the state runs a great risk of immoral infection from this deadly source today. When will a free people in the wild clamor for a false liberty of religious opinion see the fatal error they have committed in not protecting the fountain-head of our public school system from moral pollution?

Religious Divorce-Courts —Avoid Them!

Even worse does the status of religious instruction become in the institutions of higher learning, worse intrinsically and worse also because of the lack of counteracting home influences which serve to nullify the direful effects of irreligion in the public schools of secondary grade. When we send our sons and daughters off to College, they are on their own responsibility. When deadly seeds of unbelief, of infidelity, of skepticism are sown in their hearts, there are no parental words to uproot them. They must be so thoroughly grounded in their religious life that they will be able of their own power to question and disprove to their own satisfaction the destructive teachings of those they are supposed to accept as authorities, or they shall lose their respect for religion. This is not an idle dream; it is fact, sad fact, and these statements are made upon a basis of experience and observation. I record with solemn affirmation that I have known many instances where devout Christians have lost their devotion to their church and their God through a false step in the choice of the place of their higher education. They went away religious; they came back irreligious, scoffers. There would be no such objection to state institutions of higher learning as we constantly hear, if they had not really become divorce courts, divorcing their students from religion and marrying them to irreligion.

It amounts to just this: Shall our sons and daughters go to institutions where religion or irreligion is taught? There is no midway ground. Religion is not a separate department of life and cannot be set off from other vital questions by strict lines of division. Religion enters into every relation of life and must be provided for at every step. It is impossible to arrange a College curriculum in such way as to exclude religious instruction, so as not to be forced to take position on certain vital religious and spiritual interests. History and the Social Sciences simply cannot be taught without involving instruction favorable or inimical to religious growth. The same is true of Natural Sciences. Literature has a tremendous bearing on the spiritual life, and it makes no difference whether this literature is ancient or modern. Philosophy cannot be touched without involving spiritual interests. Even mathematics has its religious aspect. Since there can be no education that does not have its religious bearing, how can we escape the conclusion that our young people during the fateful four years of College life are developing an intellectual bias for or against the religious life? There is no escape; we are providing them a wholesome religious atmosphere or they are breathing miasmatic germs destructive of the spiritual life. *Our education shall be Christian or unchristian,* and each individual parent shall settle that issue,—it cannot be avoided.

Religion or Irreligion— Which?

The Free Tuition Bait—A Farce

What will the outcome be? Will the State College push the Christian College to the wall? Ostensibly they have the advantage, because they can put their hands in my pocket and in yours and take therefrom the money to perpetuate themselves! When they lose a student in open, fair competition, they can carry the contest still further and award scholarships without limit, relying upon the power of taxation within their grasp, and they are doing it every day, though even with free tuition it costs more to educate at these schools than in the Christian Colleges and pay tuition. Ostensibly these scholarships are given to those who expect to teach or to those who deserve them, which latter class are limited in number supposedly, but actually anybody who lets it be known that he will come on no other condition will find the scholarship *"available,"* and more often they are given to the scions of rich men and politicians than to those who most need them. Shall this public plunder continue forever? Never! But why not? What reason have you to believe that the Christian College shall continue in the face of the tremendous odds against it?

The Christian College is the Place For the Proper Unfolding of Character in Youth!

I believe the Christian College is here to stay and to grow and to increase, because it furnishes *that element of life* without which there can be no enduring estate or state, *character*. If the time were ever to come, wherein the great majority of our intellectual men were without character, the death knell of the state would already have

sounded. But that day will not come. I am exceedingly optimistic over the situation. There will always be some to whom the monetary consideration of free tuition in a State College and the false supposition that it will make education cheaper for them, will outweigh the character-developing process in the Christian College, and if the product turned out by the State College could in any way compare with the product in Christian character of the Christian College, it is conceivable that eventually the Christian College would cease to exist. Of those who accept the farcical monetary bait, many will return moral perverts and religious scoffers, and the observation of these unfortunates will steel the thinking parents round about them against any such appeal in their case. The Christian College, the product of Christian hearts for the Christian end of educating the heart as well as the head, is destined to fill a larger place in our educational life and will make our education safely Christian.

Our Education is to be Christian!

But I ought to add, in conclusion, that this optimistic view will not make it less necessary for the friends of Christian Education to do their full duty by their Christian Colleges. The Carnegie Foundation, the Rockefeller Foundation, and scores of rich men, whose hearts are poor, are active to break the power of the religion over education. They will succeed, unless the liberality of the Christian world shall exceed the lavishness of these few would-be philanthropists in the educational realm. I have faith and reason to believe

that the men and women of the Church of God will rally to the Christian Colleges and will save them from eclipse and to the world's upbuilding. Whether or not our education shall be Christian or unchristian is to be determined in the support accorded the Christian College by the followers of Christ. I believe they will amply support them, both by gifts and by patronage, and for that reason with confidence I give utterance to the faith that is in me, that *Our Education is to be Christian.*

MISCELLANEOUS ITEMS—NOTE CAREFULLY

What to Bring

All students should bring pillows and pillowcases, sheets, quilts, blankets, counterpanes for half a bed. They should also bring towels, napkins, and toilet soap. Everything else is furnished.

When and How to Come

Students should arrive at the College on September 3rd. The College opens on the morning of the 4th and every one should be at the first chapel service that morning, immediately after which the regular work of matriculation, registration and classification is begun.

Students from Eastern Virginia will leave on the morning S. A. L. train for Henderson. There they will change cars, off one train on to another, for Durham, union station, where after about 40 minutes they will board the Southern west-bound train for the College, arriving at 6:32 p. m. They should buy their tickets straight through and have their baggage checked through. Through tickets will be on sale at Norfolk, Portsmouth, Suffolk, and Franklin. The train passes Suffolk at 9:16 a. m. Those desiring may come over the A. C. L. via Rocky Mount and Selma, arriving at 6:32 p. m. Those coming over the Southern have to leave the night before and come via Danville and Greensboro, arriving at the College at 8:00 a. m.

Students from Eastern Carolina, South Carolina, and other Southern States, will arrive here at 11:28 a. m., or 6:32 or 9:27 p. m. They may come at 5:45

a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students from Western Carolina, the Virginia Valley, West Virginia, and other Northern and Western States will arrive at the College at 8:00 a. m., or 10:12 a. m., or 4:48 p. m. They may arrive at 1:20 a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students will be met at the incoming trains by members of the Faculty, representatives of the Senior Class, and committees from the Y. M. C. A., Y. W. C. A., and Christian Endeavor Society.

WHAT TO DO AFTER YOU ARRIVE

Give your baggage check to the Faculty officer or baggage man asking for it, with your name written on the back of it, and the number of your room, if you are to room in one of the College dormitories, or of your rooming place if you are to room in the village.

Go to your room and get installed. Get acquainted. *You will have a hard time not to get acquainted here.* Have a jolly good time with your fellow students till Wednesday morning, Sept. 4th.

At eight o'clock on the morning of September 4th, go to the chapel exercises in the College Auditorium.

Immediately after the chapel exercises, go to the President's private office for registration, bringing your Certificate of Admission and your eight dollars with you. If you did not fill out an Application Blank, fill out one and then get your Certificate of Admission. If you have lost your Certificate of Admission, or misplaced it, call for a duplicate.

Present your Certificate of Admission to the Bursar, who will also ask you for your Application for Admission. Pay him your eight dollars and get your registration card. Then follow the old student who is conducting you to the various Professors' rooms to have your work put on your card.

Then go to the Library and buy your books. Then go to work.

For catalogue or other information, address

President W. A. Harper,
Elon College, N. C.

☞ *Fall Term of Twenty-third Annual Session opens September 4th. Students should arrive on September 3rd.*

Your presence is desired.

IN MEMORIAM*

PROF. SYLVESTER GODFREY ROLLINGS

A. B., '08; M. A., '12

A sad message was that which on June 27, 1912, stated that Prof. S. G. Rollings had succumbed to an operation in a Richmond, Va., hospital the day before. On Monday before we had separated, he to perfect his arrangements for his summer course at Columbia University, I to interview prospective Elon students in several Eastern Virginia homes. I think I had never seen him in better health nor more buoyant spirit. On Wednesday he is hurried away to the hospital and on Thursday evening is ushered into the spirit-land, without warning, but not without preparation.

How comforting this latter thought is to all his friends, to his loved ones especially! On Sunday afternoon we had together taken a cross-country drive. We talked freely and confidently of his life-plan—how for four summers he expected to do graduate work in Columbia for the Master of Arts degree, looking to filling the chair in his Alma Mater to which he had once been elected on condition that he do this, but which two years before a serious attack of typhoid fever had prevented. He was as enthusiastic, as hopeful, as charmed with the scheme as any one could well be.

"But," continued he," my greatest ambition in life is to see my sisters holding Elon diplomas and all this further study on my part, which I hope will finally yield me the Ph. D. degree from Columbia, is contemplated more with the expectation of better helping them than with the idea of advancing my own interest in a narrow sense." Such devotion to sisterhood as this is seldom seen, but how inspiring it is! To have him unfold to you his plans for these sisters was inspiration, gen-

* Reprinted from the Christian Sun—written by President Harper.

uine, irresistible, refreshing. Its memory must ever remain a trysting-place for soul-invigoration in the coming years.

As we rode on that beautiful Sabbath afternoon we communed together also of spiritual matters. And he expressed himself more frankly than I had ever heard him. His compliment to the Church College was specially memorable because based on experience. "During my second year in College," he confided to me, "I had an experience unforgettable. Everything was unsettled for me. I doubted my own existence. I doubted the honesty of my College mates, the veracity of my teachers, the sincerity of all men. I was miserable. I understand now that I was in the adolescent period, the period of storm and stress, and that I came out of it with a deepened faith and more thoroughly consecrated to God I attribute to the Christian atmosphere of Elon College. Had I been a student in a College where Christianity was less exalted, I should not feel satisfied in religious experience as I do today. There is no sort of work I enjoy more." And then he related his efforts on behalf of an organized class in which men were enrolled who had never been to Sunday-school. Such a testimony and such a life deepen my faith in the Christian College and encourage me in my work and inspire me to a more strenuous effort to do full duty. Life would be poorer for me but for this heart-to-heart talk with him.

Four years ago early in this month he graduated as valedictorian of his class. He chose teaching as his profession and Kenly, N. C., as the field of his labor. The people there were charmed with his personality and delighted with his ability as educator and would not allow him to leave. This year under his leadership they were to erect an elegant high school building. At his suggestion they had previously built an excellently appointed dormitory. In all their experience the

people there had never been more united in their advocacy of a teacher nor more loyal in their support of an administration. He was an indefatigable worker in his profession, and yet he found time for intellectual growth, this year at Elon's commencement receiving the M. A. degree for excellent work in history and philosophy pursued in connection with his arduous work as teacher. Such ability stamped him a leader and presaged a large success in coming years. The man who can find time in a busy life to do independent work of an enlarging character and at the same time fulfil his routine duties well—that man is a marked man; no human agency or power can keep him from rising in his profession. Such a man does his routine work better because of an expanding vision and a firmer grasp and at the same time is toiling upward in his flight. The life and accomplishment of Mr. Rollings in this regard should be inspiration to all, and especially to those whose faces are set in the direction of growth and progress.

Sylvester Godfrey Rollings, scholar, educator, Christian gentleman, is dead! His personal work on earth is done! But yet he lives, and he lives not only in that other fuller life, but he lives even here—in the inspiration he has left us who knew him best and loved him most. Twenty-seven years he lived, but they were indeed a preparation for a fuller and complete life in the realm of spirits made perfect in Christ, and this life he is now enjoying. He used his earthly life to store up treasure in heaven, and this treasure he is now rejoicing in most fully. To have known him is a benediction. To cherish his memory is a sacred joy. And while the hearts of his fellow alumni and of his many friends will mourn at his seemingly untimely taking off, yet we can but rejoice in the example of Christian manhood he has left us and in the crown of righteousness which we are sure he is wearing in the celestial home.

1890 ELON COLLEGE 1912

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PRESIDENT W. A. HARPER,
Elon College, N. C.

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Vol. VIII NEW SERIES No. 5

NOVEMBER, 1912

BULLETIN
OF
ELON COLLEGE
ELON COLLEGE, N. C.



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BULLETIN ISSUED QUARTERLY

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PROF. DOAK
Proctor East Dormitory

BULLETIN OF ELON COLLEGE

ELON COLLEGE, N. C.

VOL. VIII NOVEMBER, 1912 NO. 5

The Normal Course for Teachers April 8th to June 5th

The Normal Course for Teachers is conducted primarily for teachers and those who are preparing to teach. The purpose is to give substantial training in the subjects that are required to be taught in the public and high schools of the State, and to give such courses in the History of Education and in methods as will enable the teacher to build his science and art of education upon an approved and solid basis. Many of the teachers in our elementary and secondary schools have had to work out their educational methods and theories in the school of experience and have accomplished much for themselves and have done much for the State by their courage and perseverance in this matter of personal culture. These teachers have often felt their limitations because of the lack of opportunities, and have often longed to have the opportunity to come into contact with College men and with College methods, and to learn there those principles that underlie all successful teaching, that they may be sure of the ground upon which they stand, and that they may have a broader vision of the field to be covered and of the work to be done.

A number of our teachers are so busily engaged with their school work during the school term that they have but little time for special work. They wish to prepare for higher, better, and more acceptable work in the positions which they are already filling. The Normal Course offers to all such teachers two months of solid work and gives them an opportunity to make advancement along any special line of their choosing.

That these teachers may have the opportunity of culture and improvement in a College environment, Elon College has established and organized the Spring Teachers' Normal Course and the course has been growing in usefulness and in the favor of the people constantly. The large attendance from year to year indicates to the College that there is a demand for such a course of study for teachers and that this demand is not supplied at any other institution in this part of the State.

No pains will be spared to make the teachers' time here pass pleasantly, and the very best that it is in the power of the College to give will be at the command of the teachers who attend. Every resource of the College will be thrown open to all the teachers in the Normal Department this Spring.

Objects of the Teachers' Normal Course.

To Give Equipment in Scholarship

One of the necessary equipments of the teacher is scholarship. Without this, even the born teacher can make nothing but a failure in his work. All the instruction in method can better but little the work of the teacher who is deficient in this important particular. How can a person teach that which he does

not know? Other things being equal, he who knows most, can teach the best.

A teachers' course, the aim of which is not to advance the scholarship of those who attend, falls short of the first requirement of what such a course should furnish. Where stress is laid on scholarship, the pupil-teachers advance from grade to grade in their work and receive better positions each year than the year before.

TAKES TIME—INSTITUTES TOO SHORT

Scholarship is not a fruit of rapid growth. The road to scholarship cannot be compassed in a day's time, nor in a week. The school that pretends to give a teachers' course of a week or of two weeks can do but little to advance the higher interests of the teachers who attend or of the schools that are taught by these teachers. The ordinary teachers' institutes have little if any value. The teachers meet and have a good social time. They listen to a few talks on method or on some kindred subject by persons who have had but little if any more experience than the teachers themselves. There are usually many teachers in any institute who could conduct the institute just as well and often better than the man who conducts it.

THE COURSE OFFERED AT ELON COLLEGE—LENGTH

Such a course is not what Elon College contemplates. The special aim will be to make the teacher a scholar, a master of what he teaches. The course continues for two full months, and, during this time, the pupil-teacher has the opportunity to advance in his studies, to make himself proficient in his work, and to accomplish something of value to himself. At

the close of the course an examination is given which several County Superintendents of Public Instruction accept in lieu of an examination for a teachers' certificate and they issue teachers' certificates on the examinations given here.

Scholarship not the Only Essential

Elon College does not consider scholarship the only essential to success in the teacher's work. To be successful in the teacher's art, one must have a history of his profession, must know the best methods of imparting instruction on the various branches taught, and must understand the principles upon which these methods are based. To this end, courses are offered in the Theory and Practice of Teaching, and each Professor gives lectures from time to time on the methods of teaching the various subjects and the principles that underlie these methods.

Inspiration and Uplift

Not only so, but the teacher needs inspiration and uplift. There is the inspiration of meeting with and moving among teachers of approved ability, men and women who have received inspiration themselves from the master teachers of our great Colleges and Universities, and the inspiration that comes from the class room in the College where the pupil-teacher is taught to think and learns to think like the master.

There is also here the inspiration received by being with a large company of students all striving to equip themselves for a larger and a fuller life. Here the students attending the Teachers' Normal Course meet with others who are preparing to teach as well as with those who are preparing for the various other

professions of life and they all work shoulder to shoulder. The privileges and advantages that belong to the one belong also to the other.

We feel that this is a great gain to the teachers. When they attend a summer school, all are of the same grade and on the same footing. There is not so much inspiration and uplift in mingling with our equals; the uplift comes when we mingle with those better equipped than ourselves.

It is to supply these needs as far as possible that the Teachers' Normal Course was instituted. The aim is to give the teachers the best possible equipment for their work. It is also to supply the public and private schools of our State and of other states with a grade of teachers who will do the very best work in the school room and who will render the very best services to the communities in which they teach.

TIME SUITABLE

The Teachers' Normal Course is given just when the largest number of teachers can attend and at a time when they can do the very best work. The schools have just closed, and the teachers are in the intellectual habit. Teachers can come and take the work with little or no break in their intellectual occupation.

The spring is one of the most favorable seasons of the year for study. The hot, oppressive weather when most summer schools for teachers and teachers institutes are in session is not the time when a person can give himself to hard mental application. During the months of April and May a person's best energies can be put forth with a fine prospect for the largest returns.

Kind of Work Offered

We wish it understood that Elon College stands for thorough scholarship, genuine Christian culture, and the development of manly and womanly character. It is the teachers who are seeking these ideals that Elon College wishes to help. Hence all who attend the Teachers' Normal Course may expect the best possible advantages along these lines.

To this end thorough courses are offered in all the intermediate and high school branches. These courses include instruction in the subject matter of these subjects as well as instruction in the principles of teaching these branches. The method of instruction is stressed along with the special work. The purpose is to teach teachers *what* to teach and also *how* to teach.

Instruction is also offered in any of the College work that the teacher may wish to take. There are many teachers who wish to advance their education along some special line or lines and prepare themselves for better and still better service. To such teachers Elon College offers every advantage and every opportunity that the students in the regular College courses have.

From time to time inquiries come in about primary work. We offer to teachers no instruction in kindergarten and real primary work; but we *do* offer such instruction as will make the primary teacher a better teacher and a more efficient worker along the line of her chosen work. Every phase of the instruction offered applies equally as well to primary as to more advanced work, but the courses offered are not kindergarten courses.

SUCCESS OF OUR TEACHERS

The College has, to an extent, kept in touch with those who have taken the Teachers' Normal Course, and finds that their success has been remarkable. The better preparation, more thorough equipment for their work, and their educational training received here have enabled them to secure better schools, higher salaries, and to render better service to the pupils and to the communities in which they have taught. Since the success of these has been very marked, and the preparation for their work has been so valuable, and since there are many others of the teachers of the State and of other states who need this instruction and help, State Superintendent of Public Instruction, Hon. J. Y. Joyner, and County Superintendents Prof. J. B. Robertson, of Alamance County, and Prof. Thomas R. Foust, of Guilford County, have given the following statements which speak for themselves of the estimates that these men set on the work that is offered here:

From State Superintendent Joyner

Raleigh, November 8, 1911.

Having examined with approval the eight weeks' course of study offered by Elon College, and believing that teachers will derive great benefit from the successful completion of this course under the instruction of the faculty of the College, carried on in the favorable environment of College life, I shall gladly recommend to county superintendents the acceptance of a properly signed certificate of continuous attendance and of successful completion of this work by public school teachers as a substitute for attendance on the biennial teachers' institutes required by law, as provided in section 4167 of the public school law.

Appreciating the co-operation of the College in this important work of teacher training, I trust that many teachers will take advantage of this opportunity generously offered by it.

Very respectfully,

J. Y. JOYNER,

State Superintendent of Public Instruction.

From County Superintendent Robertson

Graham, N. C., November 6, 1911.

To whom it may concern:

I am glad to recommend the Teachers' Normal Course given by the Normal Department of Elon College. This course not only includes special instruction in all the various public school branches, but it also includes several higher branches of study and the science of teaching—thus making a full comprehensive course for teachers.

I take pleasure in commending this course to those teachers desiring professional training.

J. B. ROBERTSON,
Superintendent Public Instruction, Alamance County.

From County Superintendent Foust

Greensboro, N. C., November 8, 1911.

I have just received a letter from Prof. Thomas C. Amick of the Department of Pedagogy of Elon College, in which he gives me the branches that will be offered to the teachers who attend Elon College during the months of April and May each year. I wish to commend this course to the consideration of those teachers who desire to improve their scholarship and professional training. No teacher who desires to rise in the profession can afford not to be continually pursuing some course of work that will make his scholarship better and his professional ability stronger. Yours very truly,

THOS. R. FOUST,
County Superintendent, Guilford County.

SOME SPECIAL ADVANTAGES

I. The Normal Course for Teachers offers those who attend a College environment, instruction by College professors, contact with College men and women, and an acquaintance with the different phases of College activity and College life.

II. The College library is open for the use of teachers from 10 o'clock a. m., until 12:20 o'clock p. m., and from 1:20 o'clock p. m., until 5 o'clock p. m. This, with the reading room, which is open at the same time, will be of inestimable value to those who

attend and make use of the opportunities that the library and reading room afford.

III. The literary societies of the College will be open to all those teachers who wish to join upon payment of the regular society fees. These societies are well organized and give thorough drills in public speaking, parliamentary law, and parliamentary usage. The society halls of the different literary societies have recently been remodeled and are elegantly equipped.

IV. The general lectures, recitals, entertainments, etc., will be open free of charge to all who wish to attend.

V. The religious environment of the College is of the very best. All teachers have the opportunity of attending the College Sunday school, the church services, the services of the Christian Associations, and the services of the Christian Endeavor Society.

VI. Examinations will be held at the close of the term, when the teachers are best prepared to take them, and the various county superintendents will be asked to allow credits on teachers certificates for all work passed on here at the final examinations.

REASONS WHY TEACHERS SHOULD ATTEND

The members of our school boards are seeking live men and women to teach in their schools, men and women whose hearts are in their work, and who love to teach. The schools are looking for men and women who have the spirit of progress, who are not satisfied with present attainments, who are seekers after knowledge that they may impart it to those whom they instruct. They are looking for those who are keeping abreast of the times, who are taking such courses as the Colleges are offering to teachers, and are making progress and are keeping pace with this progressive age.

Unless each teacher spends some time each year in study, there is no way by which these demands can be met. The teacher himself must drink from a living fountain or stagnation and intellectual death will be the result. If all our teachers take the time to spend two months each year taking such a course as Elon College offers, then will our public and private schools rise to that point of efficiency that will enable them to be living factors in the regeneration and uplift of the State.

The Teachers' Normal Course at Elon College offers just the opportunities that the teacher needs for improvement in the work in which he is engaged and for taking up any special line of work for which he is adapted. And so we commend this course to any and all teachers who are interested in the work of making their calling the dignified profession that it should become.

Those Who Should Attend

The Normal Course has been planned especially for the following classes of persons, and every one attending will derive great benefit from the work:

I. Teachers in the public schools. This course will give them better training for their work and enable them to do their work with greater skill and with greater satisfaction to themselves and to their patrons.

II. Teachers in the high schools, and those intending to teach, who desire to prepare themselves more thoroughly for work or wish to prepare for better positions.

III. Teachers who wish special instruction in any of the branches offered, or who wish instruction in advanced work along the line of their profession.

IV. Those who wish to take the public school

examination in any county or the State examination for the high school teachers' certificate or the five-year State certificate. The Normal Course of Study offers all such teachers an opportunity for thorough review in the work covering the ground of those examinations.

V. Young men and young women who wish to make up one or more deficiencies to enable them to enter the Freshman Class at Elon College or elsewhere.

VI. All persons who wish to broaden and deepen their scholarship on any of the subjects outlined in the course of study, or wish to gain a general knowledge of methods as used in the best schools and Colleges of the country.

EXPENSES

Tuition is FREE to all teachers coming at the opening of the term to enter the Normal Course for Teachers. Students of the College or others who are not teachers will be charged the regular College rates for tuition. All will pay the regular matriculation, library, and gymnasium fees of the College.

The total expense of teachers coming to take the Normal Course will be as follows:

Board and room, with lights, heat, and servant's attendance in the college dining hall and dormitories	$26.00
Matriculation and other fees	8.00
Total expense for the term	$34.00

By special arrangement beforehand, board and room may be obtained in the village for from $12.00 to $26.00 for the Normal Term. Young ladies will board in the College unless they have relatives here, and even then, will not be allowed to board at the same home where young men board. Teachers coming and wishing to board in private families must

have the arrangements made before coming. The Director of the Normal Course will be pleased to make any such arrangements provided application is made in time.

The Young Ladies' Hall will furnish board for $12 approximately, and so will the Young Men's Club, these institutions being conducted on the co-operative plan.

All persons coming to take other work than the regular Normal Course will see the College catalogue for terms. A copy will be sent to all those who apply.

Books may be purchased here at the regular publisher's prices. Laundry work is done here at the usual rates charged elsewhere.

Teachers will do well to bring all their school textbooks with them. This might save expense in buying books and the books will be needed for reference.

Course of Study

The following course has been arranged for the benefit of those who wish a thorough review of the public school studies together with methods of teaching these branches. The object is to give the student-teacher a definite knowledge of what needs to be taught, how it should be taught, and what results should be sought in teaching this special work. Teachers wishing to prepare for an examination for a first grade certificate will also find this course very helpful. The numerals indicate the number of recitation hours given each week in each of these subjects.

Course

Arithmetic—Dr. Wicker and Prof. Felton 5
School Law—President Harper 2
English Grammar—Professor Lawrence 3

Geography—Professor Doak 5
History of the United States—Dr. Amick 3
Agriculture—Professor Brannock 3
Drawing—Miss Long 2
Reading, Phonics, and Spelling—Miss Clements 3
Agricultural Chemistry—Professor Brannock 2
Physiology and Hygiene—Dr. Newman 3
History of North Carolina—Prof. Doak 2
Pedagogy—Dr. Amick 2
Civil Government—Professor Doak 5

OTHER COURSES

For the benefit of the person who wishes to do more advanced work the following courses are offered:

Rhetoric and English Literature—Professors Lawrence and Felton 5
Physics and Astronomy—Professor Brannock 4
German—Professor Campbell 3
Greek—Dr. Newman 5
Latin—Professor Campbell 5
French—Dr. Newman 3
Advanced Pedagogy—Dr. Amick 2
History—Dr. Amick and Professor Doak 5
Algebra and Geometry—Drs. Wicker and Amick 5
Advanced Latin—President Harper 4

These advanced courses of study include any and all the work required for entrance into the College classes. Students who complete these courses will have the full fourteen units required by all the standard Colleges for College entrance and will be given such a working knowledge of the work as will enable them to teach this work to the best advantage.

ATHLETICS AND PHYSICAL CULTURE

The work in Athletics for men is under the direction of Prof. Doak and Mr. Miller; the young ladies are under the direction of Miss Clements.

Each student must have a healthy body and mind to be able to do the best work. Heads of schools and Colleges have learned through years of experience that it is almost necessary for each student to take a certain amount of physical exercise daily. Therefore such games as will contribute to the best interests and the good of the students' health have been introduced. And regular class instruction is given.

Each teacher will have the opportunity of taking these courses and drills and it is earnestly urged that they will avail themselves of the opportunity. The exercise is necessary for the best health and the best work, and, too, the teachers will need to train the children in their schools in the best methods of physical exercise. The work here will prepare for introducing the most up to date methods and work along this line.

Library

The Library is in charge of Miss Taylor, the Librarian of the College, and of Professor Lawrence, the Curator of the Library. The improvements and additions made to the library make it one among the model libraries of the State.

Each teacher who takes the Normal Course will have access to the library under the rules by which the students of the College have access thereto. The librarian will assist all who apply in finding and securing such information as they wish on any subject. The different members of the faculty will also be pleased to be of any assistance possible in helping teachers to secure any information that they wish. Teachers may draw books from the library under the ordinary rules.

THE READING ROOM

This is one of the greatest sources of self culture and information that the College possesses. All teachers have access to the Reading Room and will find there all the best American magazines and periodicals. We believe the culture value of the Library and Reading Room alone will be worth the total cost to any teacher who remains in Elon College for the eight weeks of the Teachers' Normal Course.

COURSES IN VOICE, INSTRUMENTAL MUSIC, ART, AND EXPRESSION

Courses are offered to teachers in any of these departments on payment of the regular College tuition. Any teacher may have the opportunity of taking any of these subjects under the very best teachers.

LECTURES

Different County Superintendents of Public Instruction and others will be invited to deliver lectures to the teachers. This will add to the practical value of the course of study. Members of the faculty will also deliver lectures or addresses to the teachers.

ENTERTAINMENTS

A number of entertainments are given from time to time, which all teachers will have the privilege of attending free of charge. The literary societies, different members of the faculty, and entertainers of note from abroad will give entertainments and recitals for the benefit of the College as well as the friends of the College.

WHEN TO COME

Teachers coming to attend the Teachers' Normal

Course should arrive at Elon College on Monday, April 7th, 1913. Trains from the east arrive here at 5:44 a. m., 11:28 a. m., 6:32 p. m., and 9:25 p. m. Trains from the west arrive at 8:00 a. m., 10.12 a. m., 4:48 p. m., and 1:30 a. m. Teachers should inform the Director of the Normal Course concerning the time of their arrival, and he will see to it that they are met at the train. They will also be assisted in every way possible to get to their homes, have their baggage brought to their rooms, etc.

What to Bring

Teachers will bring only such bed covering as they will need, towels, napkins, pillow and pillow cases, sheets, quilts, and counterpanes, comb and brush. All other articles are furnished by the College.

Teachers intending to board in private families will find everything furnished except the articles mentioned above.

Further Information

Any further information that the teachers may wish will be gladly furnished by the Director of the Teachers' Normal Course. Teachers will please communicate freely with him concerning their needs, courses of study, etc. Anything that can be done to help those interested will be freely done, and teachers need feel no hesitancy in calling on the College for information.

Information for Teachers Who Contemplate Entering the College

All the College buildings are heated by steam and lighted by electricity. A plentiful supply of pure water is furnished from a deep well. The College

dormitories are equipped with bath rooms on each floor, and these are supplied with both hot and cold water.

There are connected with the College three most excellent literary societies, two for young men, the Philologian and the Clio; and one for young ladies, the Psiphelian. These societies have large and elegantly equipped halls and are a great factor in College life and work.

DEGREE COURSES OFFERED BY THE COLLEGE

Five regular literary courses of study are offered, two leading to the degree of Bachelor of Arts, one leading to the degree of Bachelor of Philosophy, one leading to the degree of Licentiate of Instruction, and one leading to the degree of Bachelor of Pedagogy. The regular baccalaureate courses require four years and the L. I. course requires three years for completion. The L. I. course and the B. Pe. course are the regular teachers' courses, and they embrace all the work that will enable teachers to prepare for the best positions in the public and private and graded schools of this State and of other states. Those who have completed the L. I. course can complete the course for the baccalaureate degree by one year of additional work.

REQUIREMENTS FOR ENTRANCE

For entrance to either of the baccalaureate courses, fourteen units of high school work must be offered. Students entering for the teachers' course will offer twelve units of high school work. Of these units, three must be offered in English, three in Latin, and three in Mathematics. The other units may be offered from the following subjects: Greek, Modern Lang-

uages, History, or Science. For the value of these units, the teacher is referred to the College catalogue.

REQUIREMENTS FOR GRADUATION

All candidates for the bachelor's degrees must have completed as much as sixty-nine hours of full recitation work and submit a thesis to the faculty. An hour is defined as one recitation a week on any College subject pursued throughout the year. For instance, three hours of recitation work in any of the College classes in English pursued throughout the whole year, count three hours towards graduation.

The L. I. degree requires fifty-four hours of recitation work. At the completion of the second year of this course, a Teacher's Certificate will be granted to all who apply for it.

EXPENSES FOR THE YEAR

Tuition	$ 50.00
Matriculation Fees	10.00
Library and Gymnasium Fees	6.00
Board and Room with heat, lights, etc.	$75.00 to 125.00
Total	$141.00 to 191.00

Note.—This is for a session of ten full College months. Care should be taken in comparing this cost with that of an institution that runs only eight or nine months during the year.

SPECIAL STUDIES

Music, Art, and Expression are extra. Charges in these branches are as follows, per year:

Piano, under director	$50.00
Piano, under assistants	40.00
Voice, under Director	50.00

Voice, under assistants	40.00
Art	40.00
Expression	40.00
Any two departmental studies except under the director	70.00
Harmony	10.00
Expression (class instruction)	10.00

Text-books are furnished at publishers' prices.

Laundry costs about the same as in any average community.

The year is divided into three terms—Fall Term, Winter Term, and Spring Term.

THE COLLEGE BAND AND ORCHESTRA

The College maintains a band, which furnishes the music for all special occasions. Students who wish may join this band and receive instruction on any special instrument. As soon as the student has learned enough about the principles of music and the manipulation of the instrument, he is put to regular practice with the band, and this gives him the opportunity to improve more rapidly than he otherwise might. Students also have the opportunity of learning to master any of the instruments used in band music.

The College Orchestra assists with the music in the Sunday school service. Those special students in band music who have made good are made members of the orchestra.

THE ELON COLLEGE WEEKLY

The Literary Societies and certain members of the faculty organized some three years ago a company for the purpose of establishing and running a weekly College publication. The Alumni Association was asked to join in this movement, which it gladly did. The

periodical established was christened The Elon College Weekly. This paper goes to more than two thousand homes every week.

The Weekly is quite a factor in the life of the College. The doings of the Literary Societies, the religious organizations, and the other societies and organizations in and about the College, are all published in this paper, and it gives the people at home an idea of what their sons and daughters at College are doing. The Weekly is improved from time to time, and it should be in the hands of all the young people who contemplate a College education.

The College Bulletins

The College publishes and sends out quarterly a Bulletin, which is also a mirror of College life here at Elon. This Bulletin is sent free to all who apply.

Special Departments

In addition to the regular College departments, the College maintains departments of the highest standing as follows: The Preparatory Department, the Commercial Department, the Biblical Department, the Music Department, the Art Department, and the Expression and Physical Culture Departments.

In all these departments the highest standard of excellence is maintained and the work done is of the very highest order. Students wishing to take special courses in any of these departments will do well to confer with the authorities of Elon College. The Preparatory Department prepares students for any of the standard Colleges of the country, and in less time than any of the high schools. The reason is obvious: the students here are taught by the regular College faculty and are given the very best possible oppor-

tunities. In the high schools they often have inefficient teachers, the recitation hours are much shorter, and the equipment cannot be compared with what students have here. The attention received here by students is far greater than it can possibly be in the high schools.

MORAL ATMOSPHERE

It is hardly possible for a student who is not totally depraved to spend some time at Elon College without becoming better. The influence of the College is strictly moral and a religious sentiment prevails in the College community. Parents and prospective students need to look well after this part of their College life, and no person can afford to attend an institution where this side of man's nature is not stressed. Parents may rest assured that the moral and spiritual interests of their sons and daughters will be looked after while they are here in Elon College.

OPENING OF THE SPRING TERM OF 1913

The Spring Term of 1913 opens on January 1, 1913. All students should reach the College on the last day of December, 1912, so as to be ready for the opening of the Winter Term. Students may enter Elon College at any time.

For further information concerning the College courses, address,

W. A. HARPER, President,
Elon College, North Carolina.

For further information concerning the Teachers' Normal Course, address,

THOMAS C. AMICK, Director,
Elon College, North Carolina.

ELON COLLEGE

CONSERVATORIES

Situated in the central part of the country of North Carolina. With all of the advantages and none of the disadvantages of any city.

Students from each state, Foreign countries, to the Graduate Department, or reading any courses. In addition to the ELON COLLEGE, Little CONSERVATORIES the following departments are maintained:

PHARMACEUTICAL DEPARTMENT—Complete Course with graduate degree for the Pharmacist. Class of 1909 or more.

MUSIC DEPARTMENT—Piano, Voice, Pipe Organ, Violin, Brass Instruments.

EXPRESSION DEPARTMENT—Expression and Physical Culture.

ART DEPARTMENT—Oil Painting, Water Colors, Pastel, Crayon, China Painting, Pyrography, Drawing, Mechanical Drawing, Etc.

BUSINESS DEPARTMENT—An Ideal Business Course, including shorthand, typewriting, and general training.

NORMAL DEPARTMENT—A three years' teacher's course leading to the L. L. and B. S. degrees. Also special courses of one, two and three years.

Good equipment and unsurpassed opportunities. Situated in pretty little village, surrounded with woods and fields. Beautiful and quiet. Over 40,000 in endowment. Write for catalogue giving terms and other information.

PRESIDENT W. A. HARPER,
Elon College, N. C.

Vol. IX NEW SERIES No. 1

JUNE, 1913

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.

1913 VACATION NUMBER

BULLETIN ISSUED QUARTERLY

Entered at Postoffice, Elon College, N. C., as mail matter of the second class.

Dedicated to
the
Class of 1913
and
stamped on its outside cover sheet
with old gold
and bound in blue
the
Class Colors

REV FRANCIS E CLARK, D D PRESIDENT WILLIAM SHAW, GENERAL SECRETARY AMOS R WELLS, EDITORIAL SECRETARY H N LATHROP TREASURER
KARL LEHMANN, INTERSTATE SECRETARY A J SHARTLE, MANAGER

United Society of Christian Endeavor
Tremont Temple
Boston, Mass.

Cable Address,
Endeavor, Boston

December 8-1912

Editor Elon College Weekly
Elon College, N. C.

My dear Sir:-

It has been my privilege to visit a great many Colleges during the six years that I have been a Christian Endeavor Field Secretary, and I want to say, in the public print that Elon is absolutely the finest I have ever seen for a real, true Christian spirit. Everyone - faculty and student body alike - seems to unite to make this spirit what it is.

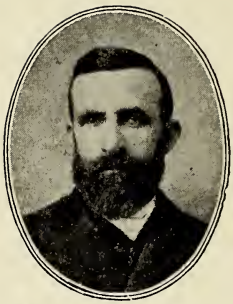
It was a source of real pleasure to have fellowship with you during my recent visit. I shall never lose the impression of those two days.

Everywhere I go in North Carolina I see the marks of Elon College work. I am so thankful for your loyalty to Christian Endeavor.

May Elon long continue to be the blessing that she now is.

As I have opportunity I shall always be glad to say a good word for Elon and the Elonites.

Your sincere friend
Karl Lehmann
Interstate Secretary



REV. W. W. STALEY, D. D., LL. D.
SUFFOLK, VA.

Who kindly furnishes us the discriminating article on CHRISTIAN EDUCATION, which is a part of this volume, who was for eleven years President of Elon and whose views are fully reflected in the Elon Spirit, which spirit renders Elon such a delightful place for study and character-development

BULLETIN OF ELON COLLEGE

1913 VACATION NUMBER

INTRODUCTORY WORDS.

Every institution that has existed for a number of years develops of necessity an atmosphere about itself, consonant with its object in foundation and reflecting the ideals of its student-body and faculty. To this general principle, Elon is no exception; rather is it a brilliant exponent of the inevitableness of this result. You cannot come on the Elon campus for even a brief visit but that you feel the breath of this atmosphere, which has taken form in what is far-famed as "the Elon Spirit."

It might not be well for this writer to undertake to tell about this spirit, because he has been moulded by it for nearly twenty years and would not be without the wholesome influence of it over his life for any conceivable consideration. That influence is written deep in his character, in his spiritual aspiration, in his outlook on life, in his joy in living and in service. But for Elon and its inspiring atmosphere and its uplifting spirit, things would very likely have been far different from what they are with me. And for that reason it is best that one who is not so grateful to this spirit for its wonderfully moulding influence over his own life and career should characterize it for our readers.

And that man shall be one who is in every way qualified to pass judgment upon this vital matter.

He shall be no other than Mr. Karl Lehmann, the world-honored and universally beloved Inter-State Secretary of the Christian Endeavor Society, an organization which embraces in its membership some four million earnest, consecrated Christian young people. It is Mr. Lehmann's business to travel over all these States of ours and visit the Christian Endeavor Societies and particularly the Christian Endeavor Societies of the Colleges of the land. After six years spent in this travel and investigation he one day stopped off the train at our College and spent three days here. When he had gone, he sat down without any suggestion from anyone that he do it and wrote the finest testimonial any public man in his position ever wrote of any College and sent it to the Editor of the Elon College Weekly *and requested that he publish it.* This writer then asked if he cared if it were electrotyped and given to the world as the frontispiece of this Bulletin and he said that he would be glad for it to be given this prominence, because he wanted the world to know, if it cared to, what his estimate of Elon is. Read it then and note carefully that he gives it as his deliberate opinion that Elon College "is absolutely the finest I have ever seen for a real, true Christian spirit" and that "every one—faculty and student-body alike—seems to unite to make this spirit what it is." And many hundreds, who have been privileged to enjoy in College days this fine spirit, will bear testimony of it and of its moulding and ennobling influence equally as commendatory as that given by our distinguished friend.

Another feature of this Bulletin is the presentation of the forceful face on its second page of that prince

of men and ministers, the venerable Dr. W. W. Staley, Suffolk, Va., who for eleven years served this College as its President, without salary, and who laid a solid basis in financial stability and Christian character for it during those years of consecrated service. Any word which Dr. Staley speaks to Elon men and women is worth while and his discriminatory discussion of a theme in which he is a recognized authority, the theme of CHRISTIAN EDUCATION, appearing in this Bulletin, will certainly be read and that too with care by every thoughtful, earnest seeker after the truth of this matter. We herewith record our grateful appreciation of this further evidence of Dr. Staley's deep interest in the vital thing for which this College stands and for which it will ever stand.

The first article of this issue and the concluding one are by the President of the College. Elon's President is not a minister, but a layman. At the suggestion of Faculty, however, he delivers two lay-sermons each year,—one to the student-body on the opening Sunday of the fall term and the other on the final Sunday of the College year to the graduating class. These are herein printed that the forward-looking young men and young women and their parents into whose hands this Bulletin may chance to fall may see before patronizing Elon the nature of the teaching that will be given them here. Elon is a distinctly Christian institution and strives for Christian character as its highest goal, without any touch of sectarianism or denominationalism, standing for the gospel in its purity and its power and for the liberty of conscience and the right of private judgment in religious matters. It is believed that these addresses of its President reflect with mirror-

like fidelity that life and the spirit that prevail here.

The College extends to those young people who feel drawn toward a spirit like that portrayed in the succeeding pages the invitation to cast in their lot with it and pledges them its best service both in the class-room and in every department of its activity and that everything possible will be done for their spiritual uplift and educational development.

THE USE OF TALENT*

1 Timothy 4:14: Neglect Not the Gift that is in Thee.

A Threshold Word

A message to young people on the threshold of life is always interesting. Such a message the great Apostle to the Gentiles gave in the words of our text. The young man to receive them was Timothy, brought up in a devout family and dedicated to a great work. You have come from similar home surroundings and are embarking upon what forebodes to be, what ought to be, a great work. The Apostle's injunction is therefore apropos to you this morning as well as to Timothy in the first century of our era.

Work, But Not Always!

"*Neglect not the gift that is in thee*"—words easily spoken, but words requiring great effort to fulfill. The Bible fails to record a single injunction to laziness, to slothfulness. We are commanded to remember the Sabbath day to keep it holy, but we are also enjoined to work six days and in them do all our work. It is as much a sin to waste the six work days of the week as it is to break the Sabbath. Experience seems undoubtedly to show that those who do faithful work for six days will not need to use the seventh for any unchristian

*Delivered to the student body September 8, 1912, in the College Auditorium by President Harper.

end. The man in College who cannot find time on Sunday to serve God, but must violate God's law by studying his lessons for Monday is almost without exception the man who idles away most of his six days for legitimate work. There has been very little Sabbath study in this Christian College and we trust that enlightened Christian sentiment will dispell it entirely this year.

Mere Use of Talent Not Worthy of the Modern Man

"Neglect not the gift that is in thee"—but how? There are two ways of not neglecting your gift. The first is the simpler and the easier—and the one most often resorted to. It consists in mere use, mere employment of our gift. A man inherits from his father a certain tract of land. He uses it to support himself and his family —a far more commendable thing this than to allow it to grow up in weeds and briars. A man has a natural gift in mechanics. He gets a place and goes to work, securing a livelihood. Another man's gift lies in public speech. He accordingly preaches and does some good, but not all he is capable of. There are gifts as various as there are men in number, and most men are inclined to use their individual gift— a most laudable inclination—but I declare unto you a more excellent way.



ELON COLLEGE CAMPUS VIEW

To those strolling along Lebanon Avenue, which runs parallel with the track of the Southern Railway, the Campus presents in the early spring this beautiful scene of retired, sequestered, inviting beauty



AN ELON COLLEGE CAMPUS VIEW

This is the stately, appealing scene that greets the eye of the passengers on the train as it stops at the depot. In the foreground is the West Dormitory, to the right rises the commodious Administration Building

That more excellent way is to develop and use. No matter in what line your gift may lie, you should develop it and use it. I commend the man who uses his gift, but I commend him more who develops and uses his talent. That man who is incapable of developing his talent has his life cast in a small mould and deserves our sympathy, and we should rejoice that his kind are rapidly decreasing. I do not know but that there need not ever be any more of his kind, in view of the vast opportunities of education in the reach of even the poorest. The door of opportunity, of development, is closed to no man today who is willing to pay the price of development. An increasing number of young people are knocking at the doors of our Colleges, anxious to contribute in any honorable way possible toward defraying their expenses, and this is a hopeful sign of the times. May their kind multiply! But worthy of all condemnation is the man who will not avail himself of the opportunity within his grasp for development. Develop your gift;—then use it—that is the proper meaning of Paul's injunction.

Develop Your Talent— Then Use

When we have developed our gift, we are much more capable of rendering efficient service in our vocation. The most successful men are those who develop their gift before using it practically. Statistics show that nine-tenths of the most successful men of this age are College graduates and practically all the remaining tenth have

And This Development Pays Grandly

had some College training. Does education pay? Does development pay? Facts are eloquent in forcing an affirmative response. A man's earning capacity is multiplied many times by his developed talent and his chances of enduring success are immeasurably increased. The recognition accorded him—a goal that can be reached only through development—is an unearned increment that gives an ineffable flavor to living and renders life worth while. His developed talent, properly used, will make a man a leader who would otherwise have been a follower all his days. How do the leaders of men differ from their fellows? Not so much in talent nor in its mere employment, but in the use of developed gifts. Energy is good, but it is better to use some of that energy to develop your talent for larger, more effective service.

Avoid Narrow Development. It Cripples

But there are two methods of development—narrow and broad, short-sighted and far-sighted. Narrow development produces a narrow man. A narrow man is incapable of broad vision, of sympathy with life in the large, and what the world needs is intelligent sympathy along with most competent judgment. There is a tendency in our time to observe the infant from its birth to discover, if possible, the peculiar bent of its make-up and to turn every particle of its training in that direction. This tendency I deplore—it is making us deplorably and crassly materialistic and rendering us increasingly more incapable of producing anything great in the intellectual and spiritual sense. A nation's contribution to noumenal and spiritual

conceptions constitutes its fund of greatness, not its wealth, not its pyramids, not its roads, not its sky-scrapers, not its navies. The builders of the pyramids of Egypt and the road engineers of Rome are forgotten, but the discoverers of new ideals of life and thought and conduct, their contemporaries, are house-hold words in every land today.

Don't Limit Life's Joys to Money-Making!

Do not understand that I am condemning wealth. A country in which there is no wealth has never been able to leave a definite impress on the world. I believe in wealth. I believe it is the duty of some men to make money, to become rich. And I have no doubt that I now speak to some who will one day be millionaires, or who will miss their calling. I believe it is as much a sin for some people to be poor as for some others, who achieved their end by dishonest means, to be rich. Some are called to be rich, their gift lies that way, and they will be sinners against God's purpose for them, if they fail to become rich. But God has not called all to riches. I am inclined to think He likes poor folks best, since He made so many of them. And those who have the gift to make money need, not the narrow, but the broad, development, if they are to enjoy the fruits of their industry in life's eventide. Pity the rich man whose narrow application to money-making has made him a pauper in every other respect.

Nor would I be understood as opposing specialization.

Don't Be a Muck-raker—Have Educational Perspective to Your Training

We need specialists, but we do not need narrow specialists. A successful physician said to me recently that he believed that medical specialists did a great deal of good, but often a great deal of harm. "But how do you explain that?" I asked. "Very easily," came the prompt response: "The specialist views every organ of the body from the standpoint of his specialty. He frequently treats symptoms, and in getting his special organ in good shape will derange the system in many other parts. Frequently a deranged special organ has a deep-seated cause, which when removed will set the special organ all right again. In these cases specialism does harm." The harm is not in specialism, but in its narrowness. A man who knows only one thing cannot know it perfectly, because perfect knowledge takes the particular element's relations to other things into consideration. The narrow specialist cannot see the rose for its petals; nor the forest for its trees; nor the heavens for its stars. He is incapable of perspective, and no life, just as no picture, can be complete without perspective. The picture of the man with the muck-rake in Pilgrim's Progress is an apt portraiture of the man who can do only one thing, who knows only one thing. Know your specialty; be the best informed man in your line; be second to none in definite, accurate mastery of your vocation—but do not stop there, rather do not begin there.

Don't Try Educational Short-cuts— There are None

The man who makes his specialty count for most is the man who arrives at the station of thorough mastery in his vocation through the road that touches life and knowledge in all its phases. He does not take the underground tunnel, but God's open country. Such a man is sympathetic, broad-minded, sees things in proportion, and is destined by conscientious performance and strict adherence to duty to rise to highest attainment in his special line. This brings us to the consideration of one of the most vital questions in life—what is the proper time to make special preparation for one's special work? Many think as soon as they can read and write, they should begin at once to specialize, and there are special schools which for the paltry consideration of the added dollars it will bring them stand ready to decoy unwitting youths into putting that belief into practice with them. They will promise glowing prospects for wealth-production after six months in their school. Everybody knows that six months is not time enough to develop a man into anything but—*a squash*. It takes time to make an oak, but a sapling can come forth in a brief summer. There are no short-cuts to life-preparation. God has ordained that the development of the higher orders of His creation should be slow, but mushrooms grow up over night. Not how long will it take me to get ready for my calling, but what does it require for me to become thoroughly proficient in it should be upper-most in every young man's mind, in every young woman's mind. We are not designed so much to make a living as we are to live a life.

The world does not owe me a living, but I owe the world to live a life worthy of my gifts, uplifting to my fellows, and so adequate in assisting in the world's progress and elevation.

Don't Stand the Educational Pyramid on Its Apex!

Others feel that, when the High School Course is completed, we are then ready for the Special or Technical School. They do not see any need for the College—the literary College, and regard the four years spent therein as wasted time. What a blunder! We need a foundation before we erect our house. To build the roof first would display gross ignorance of the builder's art. It is equally as disastrous in life-preparation to begin with the end. The end of life-preparation is mastery of our specialty. To begin with it first is to stand a pyramid on its apex—it may stand poised in mid-air, an ungainly spectacle and quite different from its maker's design, but the chances are that it will topple over. The College furnishes that broad, thorough, stable foundation that is so fundamentally needful in order to keep our specialty from narrowing us and emptying us of all capacity for sympathetic communion with our fellows and from contributing our due proportion of service to the world's uplift. We need special and technical schools and must have them, but they do not propose to give a broad foundation to life and should not be sought till our College Course, which undertakes this very thing, has been completed. It takes a long time to graduate from College and then spend three or four years in the Special and Technical School, but the

experience of all who have done it is so satisfactory that no sacrifice possible needful to this end should be begrudged by the young person who aims at the ripest fruitage to his life's endeavor. The Special and Technical School should follow the College and cannot be thought of by discriminating educators as capable of taking its place.

Choose Carefully the Place of Your Talent-Development

But where shall we lay our foundation? What sort of College shall we choose? A State College? A privately endowed or owned institution? Or a Christian College? To raise this question is to answer it. Why have you come to Elon College this fall rather than to some other College? It is because you value Christian character above intellectuality and consider it the most priceless possession in the world. State institutions cannot emphasize the religious life. The State and the Church are to be kept forever separate in this country. Privately endowed or privately owned institutions are not necessarily irreligious, but they frequently are, and also are fast becoming sporting resorts where habits of lavishness and high-living are inculcated or at least imbibed. But the College, such as this of your choice is, which is thoroughly Christian, tho' free from all sectarianism, the College where every possible effort is put forth to create a wholesome, healthful, inspiring Christian atmosphere, is certainly the proper scene for the unfolding into flower and the ripening into fruit of Christian character. The spirit of the College you attend in the formative period of life, wherein decisions af-

fecting the attitude toward the things of the spirit are unconsciously arrived at, cannot but have a tremendous influence in shaping your life's ideals and principles. The atmosphere of the genuinely Christian College has saved to the world, to the Church, and to himself many a promising youth, who under different environment would have gone down in dissipation to an untimely death. Your State school should be for those who are maturely developed in character, for those whose standards of conduct are so determined that looseness in moral life, laxness in Christian living, and insidious temptations of every kind can exert no compelling attraction for them. We run too large a risk, an irreparable risk too, in seeking our foundational development, while yet immature, in any other than a distinctly Christian environment. The Elon spirit has been styled "*most genuinely Christian*" by one of the age's most distinguished Christian workers, and of this we are pardonably proud, but our endeavor should be to keep it up to that high standard. To this end we invite the fullest, completest co-operation between students, citizens, and Faculty. We shall differ at times in respect to what should be done, but let us differ in Christ's spirit, tolerantly, forgivingly, and let us do all in our power to contribute to the growth of the Elon spirit and not to take from it any item of its distinctively Christian characteristics.



THE ADMINISTRATION BUILDING

Looking north-west, showing the West Dormitory in the distance.



Administration Building Power House Alumni Building East Dormitory

A CLUSTER OF ELON COLLEGE'S FINE BUILDINGS

Looking north-west from the East Dormitory—an early spring view

Whose Are Our Talents?

What shall we do with our developed gift? To what purpose shall we make it subservient? Is it ours, to do as we please with it? Or do our fellowmen have an interest or a residuary right in it? There are those who regard their gift as their personal property. They use it to advance their own interests: nay, they use it to thwart the progress of their fellows. The world would be better off without such men. They are an insult to human-kind. Jacob-like they would in even their prayers make a bargain with God. They do right because the law requires them to, and if there is any way to violate the spirit of the law by taking refuge in its letter, or if it will cost less to violate it than the profit accruing from its violation will yield, they are ready, anxious, keen-scented to violate it. They keep lawyers, as honorable as they are, to teach them how to do wrong without incurring the penalties of such wrong-doing. They regard their fellowman as the legitimate object of their prey and the public exchequer as a private dispensary to be looted at will. The proper place for such men is the penitentiary and the advent of College trained men of Christian character into public life will place them there or lead to their abandonment of their nefarious practices.

We Are Trustees, Not Proprietors, of Our Talents

Other men take the entirely opposite view of their proprietary right in their gift and the fruits of it. They do not regard themselves as proprietors at all, but as trustees. Their fellowmen are, as they see it, the rightful owners of their gift and of its fruitage. They regard themselves as entitled to the income of the exercise of their gift sufficient to maintain themselevs in comfort, but beyond this their right ceases. This was Christ's view of His life on earth—it was to benefit his fellowmen. It is the view of His followers today. Here is a man who can make money.. He lives in comfort, gives employment to many, accumulates property, provides for his family, gives liberally to every cause, and uses his wealth to advance the Kingdom among men. A farmer, a doctor, a lawyer, a mechanic, a teacher, a minister, all do likewise. The Kingdom flourishes. Their souls also flourish. It is a benediction to be in their presence. The very atmosphere they breathe lends inspiration to others. The Christian graces have their completest representation in a life like this and Christian education, through its richest product, Christian character, contributes powerfully to this sort of life. Herein are Christian Colleges justified and herein do they render service most effectual and enduring.

But what should be my attitude toward the gifts of others? It should not be that of the egotist. I should not regard my gift as the greatest gift in the world and consider all other gifts as inferior to it. Nor should I be jealous of my fellowman's gift. If he is more gifted than I, if he has developed his gift more completely than I have developed mine, if he has used his gift after development to greater and better advantage than I have used mine, that is no reason why he should incur my enmity, but rather does it entitle him to my praise, and if I live by the golden rule he will have it. Our attitude toward the gifts of others should be that of sympathetic co-operation and sincere appreciation. We are members one of another and our interests throughout are identical. Our gifts are ours by virtue of the generous bounty of the same Father, and as brothers and sisters in the great household of God we should live harmoniously, sympathetically, helpfully, and appreciatively with reference to each other's gifts, remembering that we are all one body in Christ, but members in particular.

Cultivate Appreciation of Others' Talents—It's Your Duty

A concluding thought full of comfort is the consideration that every man has at least two gifts—the one earthly, the other heavenly—the one secular, the other spiritual. God has given us a gift, a talent, whereby we may secure for ourselves the means of subsistence and perhaps of independence. We have seen how we should develop and

But Our Soul Talent Is Our Best Talent—Cultivate It!

use this gift not selfishly wholly, but altruistically, for the uplift of life and ideals round-about us. God has also given us a spiritual gift and this too should be developed and used. This gift is as much more important than our earthly gift as Heaven is more important than earth. He who neglects his earthly gift is a sluggard—but he who neglects his spiritual gift is a fool. Pity him. The greatest man of all, the most successful man of all, is the man who makes his earthly gift contribute to the development of his spiritual gift also. What doth it profit a man, asked the Lord Jesus, to gain the whole world and lose his own soul? The wise man will gain the world and gain it in such way that it will contribute to his growth in soul-power, his enlargement in spiritual force. Shall we not present our bodies and all our gifts fully and properly developed and fully and properly employed as sacrifices to God, which is our reasonable, our legitimate spiritual service?

CHRISTIAN EDUCATION*

Education Defined

"Good education is that which gives to the body and the soul all the perfection of which they are capable." "Gymnastics for the body; music for the soul" was Plato's definition and summary of education.

Character Education's Supreme Aim

Pestalozzi, Spencer, and Froebel, agree that "the *nature* which should *control* education is the *nature* of the *child.*" In animal training the nature of the animal is considered. No one would try to train a hound to hunt birds, nor a bulldog to retrieve ducks; a collie to hunt rats or a terrier to drive sheep. A Clydesdale could not be trained for the race-track, nor an Arabian steed for draft purposes. The ox must be trained for draft and not for speed. The threefold nature of the child must be considered in general education, and special endowments must be considered in special education. Education is really the building of men and women out of boys and girls; and that means the harmonious development of body, mind, and heart. The heart is the most important of all three. God never said, "Keep thy *head* with all diligence:" but "keep thy *heart* with all diligence, for out of it are the issues of life." For, "as a man thinketh in *his heart* so is he." Character, then, is the essential thing in building men and women.

*Delivered by Dr. W. W. Staley, former President of Elon College, November 21, 1912, in Greensboro, N. C., and kindly furnished for this issue of the Bulletin.

Character Ripens Best in Christian Colleges

Much has been said and written about the character and personal influence of teachers in collegiate education; and the emphasis has been in favor of Christian institutions, as compared with technical schools and Universities. It is claimed that teachers in Christian Colleges are more religious, come in closer touch with students and exert a more spiritual influence over them. While this may be generally true, it must be admitted that many teachers in State schools embody a high type of faith and life; yet teachers in Christian Colleges *feel* religious responsibility more keenly and touch students more closely because of smaller numbers, and a more homogeneous constituency. But this is not the only reason nor the largest factor in favor of Christian colleges.

Christian Atmosphere Fundamental in Character Growth

There is what one may call a college atmosphere, which the students breathe. Doctors cannot preserve health in malarial atmosphere. Christian colleges generate a religious atmosphere by their creation, support, management, purpose, and constituency. They have no right to exist, and no claim upon public support, unless they stand for Christian Education.

The University has no such origin, purpose, support. It has no religious center, nor altar of worship, is not amenable to any religious authority. Ethics, morals, letters, arts, professions, furnish its thought, and men of all creeds or no creeds make up its Faculty. The student body, the social community, the source of revenue, all come from a heterogeneous constituency. The school looks to the *State* for *money,* for *students* and for support. The atmosphere *is patriotic* rather than *religious* around Universities. There is no escape from the influence of such an atmosphere over the young.

How Different the Atmosphere in the State School!

This is the potent thing in human society, the public spirit that carries individual thought and life on its bosom as ocean tide carries things on its mighty current. It is not the largest nor richest school that is best; it is the school that creates the best atmosphere, that creates the best spiritual sentiment. Montenegro was the smallest of the Balkan states, but she uttered the first word in that conflict that drove the Crescent from Europe, and made the Ottoman Empire tremble on foundations that had stood for twelve hundred years. Small colleges may some day rise in their majesty and with the sword of the Spirit conquer the world. There is, also, a practical side to education and this must not be ignored.

The Forward-Looking Will Choose the Best Atmosphere

HOW TO LEARN.

The Fallacy of Practical Education

Information is not education. "Blind Alec" of Stirling, Scotland, committed the entire Bible, but did not understand the meaning of a single verse. A Scotch student learned six books of Euclid by heart, but could not tell an angle from a triangle. Dr. Arnold, of Rugby, said: "The effort a boy makes is a hundred times more valuable to him than the knowledge acquired as the result of the effort." Herbert Spencer says: "The child should be taught as little as possible, and induced to discover as much as possible." "Knowing how to learn, the ability to acquire for one's self, being able to stand alone and to walk alone is the first and greatest victory in education." Life is a perpetual school in farms, trades, business, professions, homes; and the person who knows how to learn in all fields has already attained the first degree in education.

HOW TO LIVE.

The Teacher's Life Paramount in Education

Dr. Arnold's students used to say "that a boy who was under his influence could not do a notably mean thing because a boy's honor was made so much of in his school." This admits the influence of the teacher over pupils, imparting his very self to students. It is the Professor himself that most impresses and fashions manhood and womanhood. The Vichy waters in France are noted not only for their medicinal qualities, but for their

petrifying properties. The water is colorless and clear, but slowly precipitates its mineral elements upon any substance exposed to its liquid flow until it is covered with stone. If a figure in human form is exposed to its flow it becomes a human form in stone. In a similar manner the student is influenced by the teacher. This character molding is the chief element in education. Frank Gilbert, son of W. T. Gilbert, who, with Sir Arthur Sullivan, was the author of "Pinafore," "Patience," and numerous other operas which have been sung aroung the world, was an Oxford graduate, and a great musician; but drink had fastened itself upon him. He roamed from city to city seeking a place to redeem himself and finally landed in Norfolk; but drunkenness drove him into dives to make music for shame. He died in the Norfolk City Alms House. He had not learned HOW TO LIVE.

HOW TO LABOR.

Knowledge and character are useless unless applied to the world's work. In fact, education is like "breaking a colt." They first put a bridle on the colt, lead him around, hitch him to a limb and, when used to the bridle, he is "bridle-wise." Then they put harness on him, lead him around, let him stand with the harness on till used to that and then he is "harness-wise." His education is going forward, but of no service, so far. Then the colt is hitched to cart, buggy, plow, or wagon, and when used to these, he is "work-wise." All this training leads up to work, and the finest horse

The Best Education Fits Best For Life

is valued by what he can do. All education is a preparation for life-work. Savages and barbarians do very little work. Civilized man is the worker of the world. The more men know the more they have to work. Doctors, lawyers, mechanics, who know most, are busiest. An old false conception of education was that it enabled men to live without work. Incapacity is the only condition that exempts from work. Work is the end of education. In fact all work is educative. Jesus said: "My Father worketh hitherto and I work." The Christian era is the working age. All nature discloses divine activity. The flow of streams, the ceaseless tides, the silent course of the stars, the reproductive forces in land and sea, all tell of God's plan of activity. "The heavens declare the glory of God and the firmament showeth his handywork." Christian civilization is the busiest of all the ages because most like God. Work increases with education. All discoveries, inventions, progress, must increase the necessity and opportunity for work. Education is an apprenticeship for real labor. The world and the kingdom both need *workers*. "Go work to-day in the vineyard."

THE INGREDIENTS OF TRUE LIVING*

Exodus 32:18—"*The noise of them that sing do I hear.*"

The Scene Before Us

Moses had gone up into the mountain to get from God the laws by which the delivered children of Israel were to be governed. It was a critical time in their national career: in it were involved eternal issues as well as the issues of temporal affairs. It was proper under such circumstances for the people to be concerned in spirit for the helpful outcome of the great and important mission of their leader. Moses remained longer in the mountain than they had thought. Their faith weakened. They cried out against him. They forsook God. They called upon Aaron for relief, and with their offerings he produced for them a golden calf. This they worshipped, giving themselves to music, singing, and dancing, by such conduct disqualifying themselves for the reception of the law which God was inditing for them on tables of stone.

Singing per se Not a Sin

There was nothing wrong per se in the singing of the people. Singing is an act of worship, when it is done in a worshipful spirit. The Scriptures specifically enjoin singing upon Christians as a duty, and it always adds to the uplift and inspiration of the services of the

*Delivered to the class of 1913 on Sunday evening, June 1, 1913, by President Harper.

sanctuary. These people could have been singing at this time and yet not have offended their God, provided they had been singing in a truly worshipful spirit. Instead they were engaged in wild, orgiastic singing and dancing before an idol of their own making, entirely dishonoring their leader, Moses, and their deliverer, God. Such singing is always sinful and under such circumstances extremely so. And no wonder, seeing their spiritual unfitness to receive the law, Moses broke the stones and visited upon them a speedy and condign punishment.

What This Scene Should Teach Us

From this circumstance, deplorable as it is, we should be able to derive certain suggestions for profitable living and the correct utilization of our time and talent. Rightly understood and interpreted, this incident sheds light upon various aspects of the true, vital life, the life we rightly call Christian. It contains suggestions for us as to the real purpose of life, how we can prepare to fulfill that purpose, what the nature of that preparation should be, how we are to use the power our preparation will yield us, and what place recreation and leisure hours should have in the program of our living as well as how this margin of life should be conserved. An investigation, tho' brief, into these inviting labyrinths of thought would seem to be profitable on any occasion and especially on an occasion like this and to an audience like this, buoyant as it is with the pent-up powers of exuberant youth and ambitions to fulfill in noble personal living the high and holy obligations of Christian citizenship.

Life's Purpose Should Be High

What life's purpose is has always been an engaging theme and how best to spend it has been equally as engaging because involved inextricably in its purpose. Philosophers have discussed it and are still discussing it. It is the old, yet new question. Epicurus said it was pleasure. The Stoics thought it consisted in self-control, through strict and devoted adherence to this principle attaining to independence of external circumstances as well as victory over internal conflicts. Plato conceived it to be the subordination of lower to higher impulses. Aristotle advanced the doctrine of the sense of proportion, or the symmetrical development of the man, a sort of Darwinian evolution in morals. The Christian can accept no one of these, for whom the purpose of life, its end and aim, is involved in love of God and from this central force flows every principle of life and conduct. We gather this from the incident whence comes our text. The real sin of the people was not in singing, but in not loving their God. Had they had the proper love for Him, they would never have been found singing such songs under such circumstances. This incident teaches that the purpose of life is best and most completely realized when men seek first the kingdom of God and His righteousness, when their lives have as their basic, energizing, controlling principle love of God, from which will flow love to man and service to Him.

The Real Basis of Enduring Success

And this is a truth which College students and College graduates need ever to remember and keep vigilantly before them. The curriculum offers many avenues of insight into science, literature, and philosophy, and the tendency in many quarters is to erect other standards for life's purpose than the one we have shown to be fundamental and Christian. Learning is a good thing, but an educated man whose purpose of life does not flow from the eternal principle of love to God is hopelessly crippled as to the maximum usefulness of his activity. The Christian basis of life is the only sure foundation of a successful career and the system of education, which strikes at it or which pleads its inability to supply it or which even neglects or ignores it, is fatally defective at heart and lacking in the real constructive principle of true education. "First things first" should be the aim of every institution dedicated to intellectual development and the fundamental first thing is to have the dynamo of life excited by the Christian principle of love to God. When this condition had been fulfilled and this lesson learned, we shall be ready to understand the other subsidary teachings of the text, and to fashion our lives like real architects into enduring structures of lasting value and worth.

Preparation Should Follow A High Purpose

The next truth which we deduce from the incident before us is that preparation is needful in order to permanent attainment in any department of human endeavor. First lay the foundation, settle upon the basic principles of life, then you are in position to begin to get ready to live. And in that simple phrase, "to get ready," there is involved the difference between success and failure often. The Israelites not only were not worthy of the ten commandments because they failed to incorporate true love for God in their regimen of conduct, but also because they were unwilling to make the necessary preparation for the proper reception of their law-giver upon his return and for the laws which he was to bring with him. The sad part of it was that they did not feel the necessity for such preparation on their part. They were anxious for the law, but wished it as a free gift, without any preparation for it. But God has not arranged the world that way. He is willing to do His part, but we must do ours also, and in no other manner can we obtain the bounty of His love toward us. These Israelites should have spent the time their law-giver was in the mountain, not in feasting and dancing and singing to an idol, but in prayer, and supplication, and the singing of spiritual songs unto the Lord, abiding His will and anxious to know and do it.

The Worst Failure Is Failure To Prepare

You who have now come with ripe success to the conclusion of your College career need not that I should enlarge in your presence upon the necessity of preparation, thorough preparation, for life and its absorbing duties. Because of keenness of vision and foresight on your part or on the part of those near and dear to you and to whom you are dear, you four years ago sought this place of preparation, and during the days and months and years that have intervened you have labored earnestly, faithfully, devotedly and so have arrived at the graduation period of your preparation,—a preparation which has been physical, mental, cultural, spiritual. You have done this work of preparation well, according to your several abilities and aptitudes and your Alma Mater is glad at this glad season to place upon your brow the ivy-leaf of victory and in your hand the diploma as evidence to the world of your fitness to render efficient service. But many who came with you are not here at this happy time. They came with a joy as keen and relishing as your own and entered upon the race course of College life with zest and enthusiasm. The course went over many rough places; the journey became tiresome; the work of preparation became irksome to them; their vision became blurred and they failed to discern clearly the need for the course and the preparation for life it would give, and so they one by one lagged behind, walked leisurely when they had ceased to run, and finally dropped out entirely. And in so doing they have greatly impeded their chances of great attainment.



West Dormitory Administration Building East Dormitory

ELON COLLEGE CAMPUS VIEW

Looking north-east from the depot—a mid-summer view



THE NEW $26,000 MEN'S GYMNASIUM

The peer of any in the South. The gift of the Alumni Association, equipped with every modern convenience

The power of their life to contribute permanently to their day and generation is materially lessened. You have often heard it said that there is plenty of room at the top. The reason for that saying is that the great masses of men are not equipped adequately to stand at the top. Nothing but lack of preparation, provided true character underlies, can keep the determined man from reaching the highest goal. The temptation to get started in business or enter upon the practice of professional life is so great with many promising persons that they by yielding doom themselves to mediocrity, while capable of primacy—they must follow while with adequate preparation they should lead. The worst failure is failure to prepare—to prepare for what we are capable of doing. The saddest men must ever be those who looking back over their mediocre lives conclude and rightly that undue haste to enter upon their careers wrested from them their opportunity of great achievement, when it deprived them of adequate preparation. Nor would I have you worry much over the kind of work for which you will make preparation. All work that is honorable is worthy of the best in a man, but he cannot attain that best without preparation. Get ready; then begin.

Work Should Follow Preparation

And this brings us to another truth, equally important and fundamental, that our preparation is for a work, a life-work. These Israelites did not realize that God had called Abraham from Ur of the Chaldees to be father of their race, through whom all nations of the earth should be blessed. They had heard that wonderful

prophecy and knew that it was sealed by a covenant with God and that this covenant had been renewed again and again with the heads of their race. Yet they did not realize its import nor incline themselves to undertake to labor for its accomplishment. And to get them ready to fulfill that covenant promise of blessedness to the nations their peerless leader had gone up into the mountain to get from their Ruler a code of moral law for their guidance, while they during his absence, not mindful of the stupendous task awaiting them nor appreciating its worth, fall away into sin and idolatry. And like them many men have failed utterly because with a great work to be done, they either were unable to understand its need or unwilling to undertake its burden. The routine of a vocation is what we all need to give steadiness to life. It will save us from physical and moral stagnation. The man who can do the routine work well is the man who will arrive at the summit at last. The inconvenience of routine is the characteristic of it that most people resent, but the very inconvenience is often the discipline we need to qualify us for large attainment. A man to succeed in any great work must deny himself, take up his cross, and do the routine work necessary in his particular line.

Happy He Whose Work Is Found

We have said that it does not matter so much what line of work we engage in, provided it is an honorable business. We have now to remark, what is equally true, that our preparation, however thorough and complete, is hollow mockery and the strength it brings us worse than wasted energy, unless it be utilized in helpful, up-

lifting endeavor. The sluggards are like so many weights on the wheels of progress. Lazy persons are an impediment to racial development. The idle rich and the idle poor alike deserve our pity, and the law should define a vagabond as the man who has no occupation and compel the rich vagabond as well as the poor one to engage in some form of profitable industry. We all need to work. Happy is the man that has found his work and whose preparation is adequate to meet its demands for efficient service. It has been charged that there are a thousand College graduates in New York City without employment. I am not denying this statement, but lamenting it. I will not even plead in extenuation of it, what is entirely true, that the per cent. of College graduates unemployed is much smaller than the per cent. of those who have not had such choice opportunity of preparation for life's duties. The point that grieves me is that a thousand men in any city, capable of work, should be without it. That is the pity and pathos of the situation. Such men cannot know true happiness.

The Dignity Of Work

There have been races among whom labor, work, honest toil to gain a living, was regarded as degrading. There have been others among whom work, while not considered degrading, was regarded as irksome and an evil to be delivered of as soon as circumstances would permit in each man's case. The Christian idea respecting it is the noblest, the sublimest yet conceived, that he that is greatest should be servant of all, that

work is not a curse pronounced upon Adam for his disobedience, but a blessing which every man who wills may have, and he in greatest abundance who is most capable and serves most acceptably. In the light of this Christian doctrine of the sanctity of work, what an opportunity of abiding usefulness opens up to those who are thoroughly prepared!

Patient, Thorough Preparation Necessary

It has been said that it is easy to work in this age, because everybody works. But it is not easy to render the maximum of service, and we cannot do it, unless our preparation has been of the highest order. And herein lies a serious danger in our present-day social order. The young are so infused with the zeal of service that they are unwilling to undergo the patient preparation necessary to large achievement in their field of endeavor. Ten or twelve years in secondary education, four years in College, and an equal number in the University or Technical or Professional School, seem too much time to them to be expended in getting ready to work. They make the same mistake the children of Israel made. If Moses had come down from the mountain the next day after he went up, the people would gladly have accepted his laws, but they would not abide forty days and during that time devote themselves to spiritual preparation with view to their fitness for the law. Many young people will spend two or three years after their high school days in preparing for their life-work, but seven or eight they will not think of—it is entirely too much they say, and yet

they cannot fail to observe that those around them who have made such thorough preparation have forged dashingly ahead of their competitors, who, tho' longer in service, were yet less adequately equipped.

Avoid Narrowness If You Would Attain the Heights

We are inclined, many of us, to the belief that steady application and self-confidence will eventually yield the finest fruitage of success. "There is nothing that can keep a determined man from success;" "Labor conquers all things;" "He can who thinks he can,"—these and other adages similar to them, framed and hung in the recesses of our mind, if not in our offices and our studios, sum up in succinct form the philosophy that underlies this belief. But it is a false philosophy. As we have seen, we must have a lofty conception of the purpose of life, without which no amount of effort can yield success in its true sense, and added to this must be thorough preparation in order to get the maximum of efficiency in service. And this preparation must be broad as well as special. The specialist is a narrow man at best, and can be nothing else. He sees life in the small. The dentist sees the entire human system from the standpoint of the teeth and the oculist from that of the eyes, and a similar narrowness runs through every specialty whether of the body or of the industrial or social organism. The specialist's education should make his narrowness as little noticeable as possible. It should therefore be liberal first and then special, broad

and then narrow, that he may render to his generation the best service of which he is capable and make himself the master of his profession and not his own soul its slave.

False Educational Ideals

But to act upon this principle is to run counter to the educational propaganda of the last quarter century and oppose the educational program of the present day, the fundamental doctrine of which is the elimination from the curriculum of everything which is not directly ulitarian and mercenary in its import. "Vocational Training; Special and Technical Schools; Farm-Life Schools; Normal Schools; Domestic Science; Business Colleges; Manual Training; Less to Do With Latin and Greek Roots and More Attention to Potato and Cabbage Roots; We Shall Get More Good From Our Schools When the Sound of the Hammer and the Buzz of the Saw Shall Have Supplanted the Rythm of This or That Piece of Poetry Couched in a Language Now Deservedly Dead"—these sentiments and others like them and in many cases more extravagant than they, are the slogans of our present-day educational leaders, true soldiers they of the bread-and-butter-and-pie brigade, but unfit guides in the great work of preparing the young for life, for life is more than making a living. They forget that the most practical education is that which puts the emphasis on preparation to live a life rather than on making a living, that centres around man rather than around practical. Sad indeed will be our national plight, if

these would-be prophets of the new educational order ever succeed in shaping the schools of the country according to their professed ideals. But that they will succeed in their endeavors is hardly conceivable, in view of the common-sense of the American people and in view of recent investigations in other countries which for many years have tried the vocational educational system alongside the liberal and cultural with the vocational training added later. German experts declare that those trained in the vocational schools alone do not measure up in after life to those who have liberal, classical, cultural training, and are far behind those who have added vocational training in the form of specialization to their liberal, classical, cultural training. And this is exactly as we should expect. Our work requires at our hands thorough preparation, which in its turn requires breadth and depth of scholarship, sympathy with knowledge and life in all its related departments and complete mastery of that department in which we have elected to do our work.

Make Wise Use of the Leisure Hours of Life

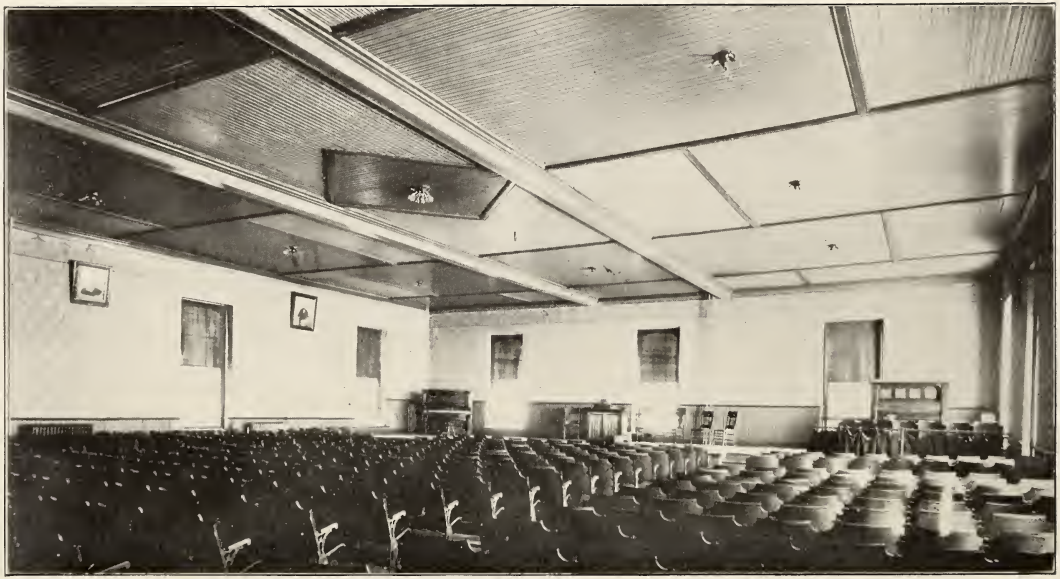
But remember that the Israelites were singing and that singing is not in itself sinful. This suggests a further thought, a thought which this strenuous age needs to think and practice, that incessant work is hurtful to life in every avenue of its activity. A man cannot work all the time at his vocational duties and be a complete man. It will wreck his health; it will narrow his sympathies; it will limit his horizon; it will dwarf his

spirit; it will shrivel his soul. He must have leisure, hours for recreation, an occasional vacation, time for singing, amusement, and enjoyment, in which his sympathies shall ripen, his horizon widen, his soul expand. Many people waste this leisure time, dissipate in unwise use of it what little vitality they have left from their daily toil, and so return to their duties less able to work than if they had had no leisure. The manner in which you spend your leisure moments will largely determine the complexion of your life and the richness of your success. If you are wise, you will learn that real rest is found not in wasting time in distracting amusements or in doing nothing, but, as Gladstone discovered, in change of work, and acting upon this discovery you will have an avocation upon which you will expend habitually at least a portion of the leisure recreation hours that shall be yours. This will not make you less a specialist, but a sympathetic one, one who can feel sympathy for others than his own colleagues or fraternity-men. Our Master spoke with authority as a religious teacher—that was His specialty—but He could also sympathize with every department of life. And while we may not hope to emulate Him in our capacity for sympathy with life, yet we can learn from Him the needful lesson of successful living, that our margin of life, our spare, recreation, amusement hours, should be utilized to some righteous end, not squandered in vice or frittered away in idleness. It is frequently these spare moments, used not to make a living, but to live our life, that enrich the soul and bring to our success in our daily vocation an enduring halo of lasting



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THE BEAUTIFUL COLLEGE AUDITORIUM

In this beautiful Auditorium, on the second floor of the spacious Administration Building, the public recitals of the special departments of the College are given

achievement. And in many cases the achievements in these leisure moments, the moments we must spend otherwise than upon our daily occupation, give a color and a charm to life that lift us into the realm of supreme joy and noblest service and serenest peace of mind and sweetest bliss of soul.

"If only we strive to be pure and true,
To each of us all there will come an hour
When the Tree of Life shall burst into flower,
And rain at our feet a glorious dower
Of something grander than ever we knew."

those matriculated in the literary department, supplying the needed technical training and giving a solid foundation in general culture, the lack of which in the so-called business college renders their graduates incapable of anything but the cheapest sort of service. You can't grow anything but a pumpkin in six months and the school which proposes to educate for anything but failure in that time is not worthy of respect.

11. A climate of unequaled healthfulness. No medical fee is laid, because it is unnecessary. During a quarter century there has never been a serious instance of sickness. There has not been a death here in a student body numbering nearly four hundred within seven years—an unparalleled record.

12. No extras. All public entertainments are free. Nothing of a public character is charged for, and the charter forbids merchants, liverymen, and other venders of commodities to sell to minor students on credit.

13. Abundant opportunity for self-help. Those interested should address the President.

14. A distinctly College environment. There are no industries here except those connected with the College life and none are desired. All the families here are religious and deeply interested in education, so that the community atmosphere is ideal.

15. Clean athletics. No professionals are allowed here nor will Elon teams knowingly enter into athletic relationships with Colleges that mar College athletics with professionalism and the rowdyism attendant upon it.

16. A reputation for scholarship that is the pride of every Elon man and woman. Faithful, honest

study six days in the week and an ideal Sabbath spent in Sunday-school, Church, Y. M. C. A., Y. W. C. A., and Christian Endeavor services make the Elon atmosphere everything to be desired.

17. Discipline that relies upon the gentility and the innate qualities of right inherent in noble-minded youth, that has few regulations beyond the obligation to be a gentleman, a lady, and that rarely fails to develop the best in the lives of those that come here.

18. With the whole controlled by an earnest spirit of vital Christian living. So impressed with this characteristic of Elon was Mr. Karl Lehmann, the noted religious traveller of Boston, that after visiting the College, he wrote for the public print those fine words unsolicited, which serve as the frontispiece of this Bulletin, and to which the reader is again referred.

Full information will be gladly sent upon application to

PRESIDENT W. A. HARPER, LL. D.,
Elon College, N. C.

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Vol. IX NEW SERIES No. 2

AUGUST, 1913

BULLETIN
OF
ELON COLLEGE

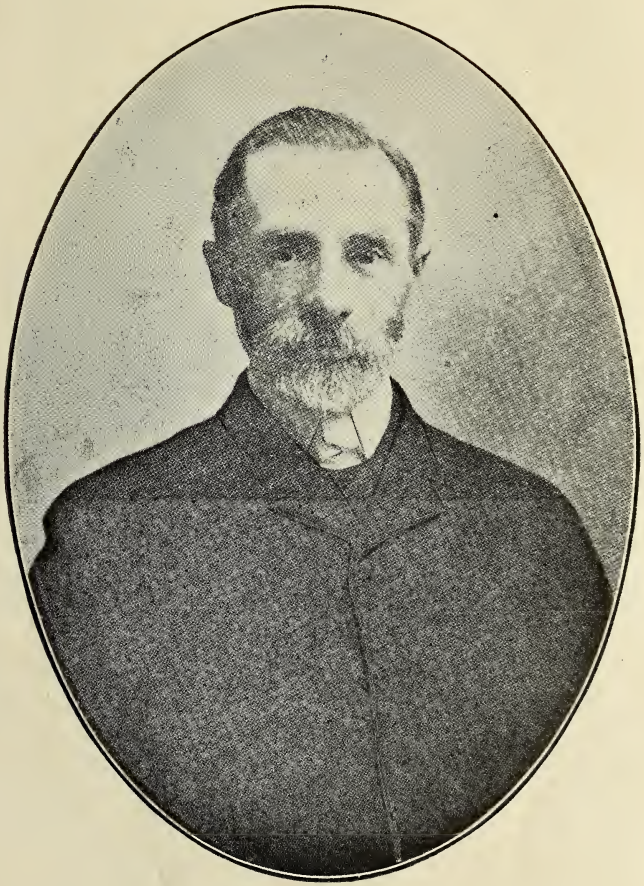
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1913 OPENING NUMBER

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the
Class of 1914
and
stamped on its outside cover
with old gold
and bound in black
the
Class Colors



REV. MARTYN SUMMEREELL, Ph. D., D. D., LL. D.

Professorial Lecturer on Biblical Literature and Church History in Elon College, who kindly furnishes us the powerful article on Religious Education printed below and who is one of the staunchest friends Elon College ever had. Dr. Summerbell is the author of many authoritative books in his line and one of the profoundest of present-day American Scholars



West Dormitory Administration Building East Dormitory

ELON COLLEGE CAMPUS VIEW

Looking North-east from the depot—a mid-summer view

BULLETIN OF ELON COLLEGE

1913 OPENING NUMBER

PREFATORY WORD

It is believed that this Opening Number will be found highly interesting to forward-looking young people and their parents. It undertakes to discuss in a straightforward, frank way some of the fundamental things entering into education—things to which heed must be given or the best fruit of education be lost.

Particularly will our readers be interested in Dr. Summerbell's great article on Religious Education, and when he gives it as his deliberate judgment that "Education without religion is worse than no education," he speaks out of an abundant experience as an educator and out of a profound grasp of the history of education during the ages. That his latest book on education, Religion in College Life, from the advanced sheets of which this chapter is taken, is to be brought out by the Fleming H. Revell Co. is high endorsement of it and evidence that its general position is sound.

The articles on Colleges and Citizenship and Education and Religion also will repay careful investigation and are peculiarly timely at this juncture of educational progress in the South. It is the duty of Colleges to equip for citizenship and for service in State and in Church. These two articles show how this College plans to render its part in this direction

and can be accepted as Elon's educational platform touching these two vital issues.

The other items of this volume also will be found timely by thoughtful investigators of educational themes and particularly by those who are seeking a proper place for further intellectual development and culture, and a thoughtful perusal of these pages will be appreciated and in all likelihood abundantly satisfy.

RELIGIOUS EDUCATION*

Not All Who Hold Degrees are Really Educated

In this day of experimentation and unrest in every line of living, there are divergent, conflicting notions of the manner, method, content, end, and aim of education. Some for example imagine that in order to secure an education one has merely to spend so many years at school, college and university, and that when the student has been drinking for all this time at the Pierian fount, and emerges at last the happy possessor of a sheepskin and some sort of an honorable degree, that of course he is educated. In such case it is granted that he may carry some of the earmarks of an education, and yet it is not always that such are really educated. For with some there is fundamental and self-evident lack. Some in spite of a college degree are inefficient, unsuccessful and incompetent. I have known men whose names are on the alumni lists of some of our great universities, who have found their vocation in driving a trolley car, and you may have known instances to match. Now, of what use were all those years spent at the university? Nothing is to be said against the business of driving a trolley car, but there are trolley car drivers in plenty who are experts at their job, who never saw the inside

*Delivered to the Elon College student body January 12, 1913, by Dr. Martyn Summerbell, later published in the Phipsicli, the College annual. Reprinted here from the advanced sheets of Dr. Summerbell's new book, Religion in College Life, with the author's permission.

of a university. Say of a man like that, not that he is educated, but that he had a good chance for an education and missed his chance.

Mere Information Is Not Education

Again, it is sometimes supposed that a man who has been at a college or a university is educated, if he has a fair command of certain subjects that the universities teach;—if he has some critical knowledge of one or more languages; if he be a mine of information on the Greek digamma, or on the prehistoric voyages of the Norsemen to America, or the relics of the moundbuilders of Ohio. But again I submit that a man might possess a fund of information on such topics and yet be far from having a real education. He might recite you offhand the list of English sovereigns from William the Conquerer to George V. without an error and name the years of their accession and decease; he might recite you the speechs of Demosthenes, or tell you of the debate between Cicero and Caesar over the prospective fate of Cataline, and yet for all that, when it comes to practical affairs be erratic, vain and full of ineptitude and helplessness. No! getting an education is something more than hearing college lectures, or than loading the mind with an undigested mass of facts, theories and opinions, no matter how well grounded these particular facts, theories and opinions may be in themselves.

What, then, I am asked, is it, this education, which so many are in pursuit of; which so many conspicuously fail to acquire, and which some are fortunate enough to actually obtain?

Education Yields Ease in Cultured Surroundings

To this it may be answered that one mark of the really educated man is a general knowledge of the topics which are discussed by intelligent people; topics historical, scientific, literary or political, and which renders him an associate on equal terms with people of culture and refinement. Be the place what it may, the commercial office, the parlor or the men's room in a Pullman car, whatever the subject of discussion the educated man is able to bear his part, modestly and yet fearlessly, because he has thought for himself on all these matters, and has something to say that will add to the general fund of interest. It is at such a time that ignorance has to hang its head in humiliation and silence, because it recognizes its own incompetence in a difficult situation. Education at such a moment enjoys its share of fellowship and feels the uplift of courage and conspicuous power.

Education Co-ordinates the Mental Forces and Powers

Another benefit of a real education is the general training of the mental faculties so that they work together easily and without strain, whenever required, and produce prompt and correct judgments of men and measures. This coördination of all mental forces and powers comes only through years of culture and practice. It produces ability to concentrate attention even under the most adverse circumstances. The really educated man is master of his moods, and when difficulties confront him, the more troublesome they are the more he pulls

himself together to overcome them. He can think by himself in the solitude of his library and under the inspiration of the great men, whose books line his shelves; or like Lincoln he can write a classic that is to endure through the generations on scraps of paper in all the rush and bustle of an express train. Control like this of one's mental, material and spiritual processes, so that whatever the occasion, the man is sure of himself, and that he can meet the demand of the hour, is one of the ends for which boys are put to school, and which when it is obtained is well worth all the years of struggle and preparation. If such control of his own thought powers is achieved, it matters little to a man whether he has so far neglected some field in the broad domain of knowledge, for he can traverse it whenever necessary and win all its treasures for his own uses. Whatever his need he can summon all his active, and all his potential energies to the affair in hand and so can look forward confidently to a measurable success.

How Great the Value Then of a Real College

Taking this view of a real education, the making a man the peer of his associates who possess culture and refinement, and the giving him a control and concentration of all his mental powers, we may perceive something of the value to a community like this of a college which purposes to give its young people training of precisely this kind.

There is commercial value in it at the start. Other things being equal, the trained mind has the advantage over the untrained mind in any pursuit or occupation in which they happen to compete. The trained man has the prompt initiative; he decides while the other is debating. He has the better method, for he puts his wits to achieve his result in the simplest way, while the other sticks to the rut in which has father traveled before him. And he applies to his task any helpful principle that his reading supplies, while the other follows the rule of thumb, often to his serious detriment.

The Educated Man Can Far Out-strip the Uneducated

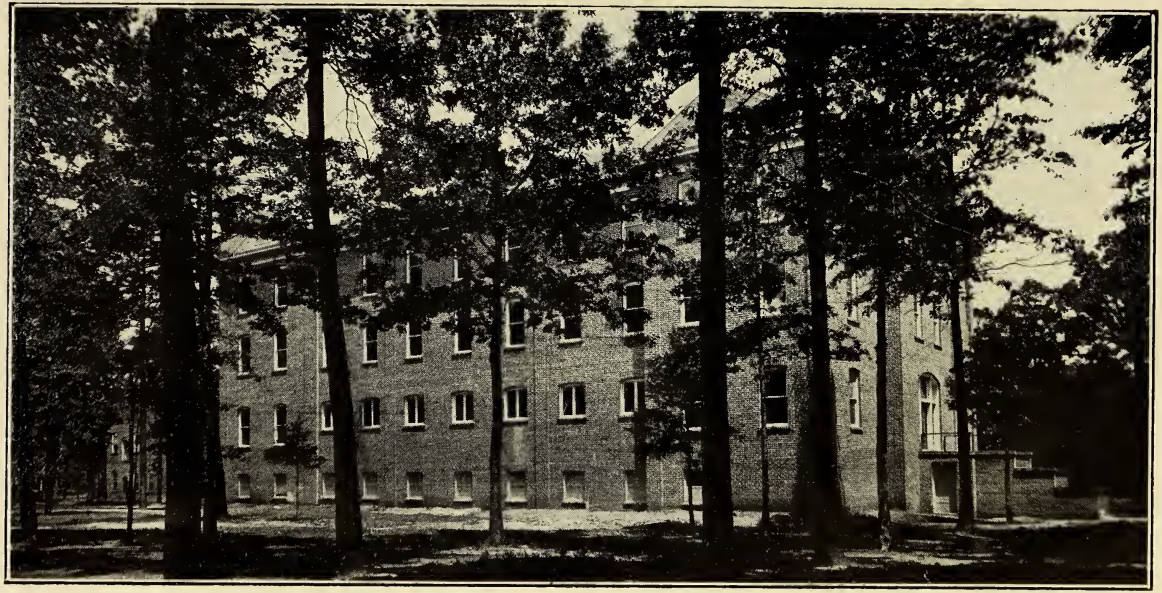
Or, put this point in another way. We frequently meet men of little or no culture who have attained great success. They have enjoyed few advantages, but with persistence and energy they have made the best of their resources, and won out, while others with better opportunities apparently have accomplished little or nothing. Such men deserve great credit for their valiant struggle against an unfavorable handicap: and yet how much more the same men might have achieved had they enjoyed proper training. How many mistakes they might have been saved! How many misjudgements might have been turned to benefits! How many ventures that brought losses might have been avoided! The whole question resolves itself into the relative value of a tool that is fit, and the other that is almost fit. Imagine a man chopping at a tree with an axe

Education Gives the Man a Keen Cutting Edge

that is right in all respects but the one of having a dull edge. No doubt, if you give him time he will get that tree down. If you are his friend you will go to him and tell him that he will save time, if he will but stop twenty minutes and grind his axe. There is the difference in a nutshell. The untrained mind is the dull axe. Of course, one can work with it, but the task is slow and painful. The trained mind is possibly the same axe, but with a keen cutting edge, and the way it makes the chips fly is a delight.

And the Same is True of Nations

If such is the difference between individuals in the matter of training, the principle is the same when you compare one community with another. The community which trains its children wisely soon takes the lead of the other that neglects education, or that gives education of the wrong sort. The citizens of the former surpass those of the latter in initiative, in enterprise, in progress and in wealth. Every schoolboy knows that Athens outranked every city of the ancient world in all that counts for excelling greatness, but can he tell you why that town of but moderate population, and with outlying territory of less acreage than some of our western counties, still holds that pre-eminence in the eyes of the nations? The answer is simple enough. Athens led the world because she had more men of cultivation to the square rod than any city of her own age, or of any subsequent age in the world's history. The education of her citizens gave Athens power, wealth, ascendency.



THE NEW $26,000 MEN'S GYMNASIUM

The peer of any in the South. The gift of the Alumni Association, equipped with every modern convenience. Young men rooming in this building will take their meals in the College Dining Hall in the annex of the West Dormitory



CORNER COLLEGE DINING HALL

This spacious room, in the 40x80 Annex of the West Dormitory, first floor, has a seating capacity of 240. Here are held the Alumni Banquets and the other public meals of the College year. The silver and other equipments of this room were given by Mr. G. W. Truitt, of Suffolk, Va.

Witness the Illustrious Example of New England!

How shall we account for the influence of New England in the development of our own nationality? New York State, Ohio, Michigan, Indiana, Illinois, Kansas, Missouri, California, Alabama,—all have cities and towns which trace much of their prosperity to the thrift and enterprise of colonists who came from New England and brought with them the training for which New England has been famous from the day of the Pilgrim Fathers. The idea in New England was to educate the children, all the children, and the result of that idea has blossomed out in progress in New England herself, and in every community to which she has given her sons and daughters.

But so far we have been noting the effect of education on a community in its commercial and social applications. One of the latter, one of the social applications, is deserving more attention in detail.

One purpose of education is to constitute leaders for the people, leaders who are capable of inspiring confidence, and whose calmness and accuracy of judgment will render them trustworthy when they are given positions of responsibility.

The Sure Penalty of Neglecting Education

In a social democracy like ours it makes vast difference to the public weal who hold the reins of influence and power. We have the right to demand the faithfulest and the best; but if trained men are wanting, then the others, less able and often less worthy, will certainly forge to the front. In case any community fails to exercise its privileges of training its young people, of necessity it will fall behind the other community which educates and keeps on educating.

But Real Education Is Religious —Must Be

But it is understood that this real training of the faculties of the man, this real education, includes of necessity the training of the religious faculties. Religion is the true philosophy of life,—the basis of all correct conduct,—the norm from which all moral and social obligation is to be measured. Ethical systems have been invented, which seek to establish moral right upon the pleasure which it confers upon the individual, or upon the advantage to society in the mass to be derived when its terms are generally accepted. But all such systems break down in the serious struggles and temptations which men must face. They lack a cogent imperative, that imperative which is experienced only in God. Ethics without religion is a crutch of straw which collapses instantly when subjected to severe moral strain. If today any of you are questioning why there are so many public men who have bartered their soul's honor for a mess of political pottage;—why so many

homes are destroyed by forgetfulness of the marriage vow;—why so many custodians of trust funds have betrayed their trust to the impoverishment of the widow and the orphan;—why so many men and women, old and young, rich and poor, end their lives with the poison or pistol of suicide, find the answer in the fact that they have forgotten God, or that they knew Him only as one might say by name. He has been no substantial factor in their scheme of being. They have gone their own gait, whether of pleasure, or of excess, or of open sin, precisely as if God had withdrawn Himself from the universe, or as if there were never anywhere any God at all. The remedy for all current looseness and extravagance of conduct is in realizing God; in comprehending something of His majesty and His intimate connection with all things that exist; in knowing that all our acts and even our most secret thoughts come under His scrutiny, and perceiving with all this that only as our thoughts and acts are shaped into conformity with His holy laws, can our individual peace, or the prosperity of the community be assured.

Society Cannot Exist Without Religious Education

And so it may be regarded as established that an education which lacks training in religion is defective. In fact it is better for a community or a nation to have a weak religion, than to have no religion at all. For, inasmuch as the weak religion, or the religion that is partly false, can stimulate the religious sense, it will impel to some moral acts, and impose some moral restraints. But no-religion is all falsehood, and it imposes no moral

restraint whatever. I would not willingly go to a nation that has discarded religion, for nothing in such a region could be safe for a moment; not houses, not persons, not property. Once we knew of a land that had cast away its religion;—it was the land of the daily proscription and the guillotine. Yes; education to be sound must include training in religion, and this training must be carried on continuously for a long period of years, so that it becomes the man's second nature: so that it is as spontaneous in its response as any of his mental furnishings. Let us have our young people educated like that and we may trust them anywhere. They will meet their temptations and trample them under foot. And the future of society and the nation will be secure in their enlightened hands.

The Woeful Conditions In Secular Schools Religiously

It is legitimate now to inquire how religious education of the better type, such as we have been discussing, can best be promoted. Right here it is that we strike one of the most serious problems of the time. For it is a conspicuous fact that by far the larger part of our American youth, both boys and girls, young men and young women, are given a purely secular education, an education in literature, in the arts and sciences, and the rest of it, but withal an education from which religion as such is absolutely eliminated. Under the general system of public schools, from the primary school up to the State College and University, the teacher must not teach religion. In some states of the Union the teach-

er when he opens school must not read from the Bible, and must not recite the Lord's Prayer.

Education Which Relegates Religion to the Background is Worse Than No Education

But passing these extreme instances of misguided deference to subterranean political influences, let us turn our thought toward the general system of public instruction and particularly to the great State Universities, in all of which, while art and science, and history, and mathematics are freely taught, religion is unmentioned. This is not to say that all teachers in the schools, and all professors in the State Universities, are hostile to religion; for many of them are sincere Christians. But for all of their faith in Christ, they are not permitted to give instruction in religion in their classrooms. Right here then is the main question, what is to be the inevitable result upon our impressionable American youth of instructing them for a course of years in history, and science, and literature and the rest of it, with religion during all that time absolutely ignored and unmentioned? Is it not inevitable that they will grow to be interested in the subjects which are impressed on their minds from day to day, and that they will lose interest in the subject that is unmentioned, and that presently they will come to regard it as a by-gone end, and quite out of date in this live and progressive age? Does it not seem to you that religion in these State Universities is getting the freeze out? I am sure that I would not willingly subject any young person under my care to an influence of that character, where all other subjects are made impressive by constant repetition and reitera-

tion, and where the main subject of life is shut up in a dark closet, unseen and unheard of. It would be easy to cite specific instances of young people who have been educated in this manner,—trained in the culture and refinement of the schools, and who have emerged with many laurels of scholarship, and yet whose faith in the Gospel, and whose moral nature, have suffered utter shipwreck and loss. Where the professor has abandoned religion for the golf-stick, the beer mug and the Sunday autocar, where will the less sophisticated student appear? The wise parent needs to discriminate as to the brand of education which he furnishes his child, and the time for discrimination is beforehand and not afterward. Let him realize that an education which relegates religion to the background is in some ways worse than no education at all. The polish of culture to the man who lacks the mainstay of principle makes him the more unmitigated scoundrel. In the days of struggle at the birth of this nation, one man who lost his faith was ready to sell his country for British guineas and a pair of golden epaulets, and we remember him, Benedict Arnold, with universal execration. Later another with all the polish of a man of the world was unprincipled enough to outrage every law of hospitality by besmirching the chastity of the wife or daughter of any friend, and we know him as Aaron Burr. Just now in New York they have been trying a gang of men for murdering another in the open street, attacking him cowardly four to one. It is said of some of these men that they could shine in polite society. But they had no principle, and their hands bear the murder stain, which no water, cold or hot, can ever wash away. We cannot afford to

train up thugs and murderers. We cannot afford to manufacture Aaron Burrs and Benedict Arnolds. And so we cannot afford to place our children under a system of education, no matter how popular, from which instruction and practice in religion is systematically excluded.

Whither Then Shall the Wise Turn For Education?

Whither then shall the wise parent turn when he reaches the time when he is to send his child to College, and wishes him to get his literary and scientific training under auspices which shall not undermine his religion? Evidently enough he will look to the smaller College, which is free to develop its own courses of instruction, and which can exercise a potential influence in favor of the religious life as the happiest and best for any young man or woman.

Higher Education Was Originally Entirely Religious— Not So Now!

Speaking thus of the smaller College, we are to member that all the earlier Colleges of America were established on the religious foundation. Such were Harvard, and Yale, and Princeton, and King's College, now Columbia University, in New York City. Such were Dartmouth in New Hampshire, Williams in Massachusetts, and Wesleyan in Connecticut. Several of these indeed had their main object to train men for the Christian ministry, and all of them had clergymen for their first presidents, and the major part of their early professors were of the same cloth. Without any

manner of question, the earlier advanced education in this country was under religious auspices. In urging the claim of the smaller College with its insistence on the cultivation of the religious principle, we are simply reverting to the original American tradition, and standing fast to the higher American ideal.

The Great Men Have Come From Small Colleges

And it is from such colleges that the best educational product has come. A great complaint has lately been lifted by some of the largest and most popular universities themselves that they are not arousing the scholastic impulse in their students to the extent that should be expected,—that the influence of their great teachers is lost, dissipated among the thousands of students, who are too numerous to know their own classmates, or to feel the educative touch of their learned instructors. And so some are adopting a new plan, which is no less than to break up the great school into a number of smaller ones,—to set groups of students, reduced to a number small enough to insure mutual acquaintance,—small enough to respond to the personal influence of the teacher who is especially set over the particular group. But do you realize what a proposition like that signifies? It is nothing short of an acknowledgment of the supreme mistake of putting thousands of students into one college;—nothing short of the admission that by and large the smaller college is better for the student, better for his mental culture and vastly better for his culture in morals. And experience is proving the value of the smaller college in these very



A BEVY OF WEST DORMITORY DWELLERS

Taken on the north porch of this building. Young ladies boarding here have every modern advantage of equipment and competent, home-like surroundings under the direction of the Dean of Women, the Matron, and the lady Teachers. Their board is on the hotel style, wholesome and well-prepared, and costs, with room rent, $125 the year



A GROUP AT THE EAST DORMITORY

The young men who room here have every modern convenience—steam heat, electric lights, tub and shower baths, sewer facilities, servants' attendance, elegantly furnished rooms. They take their meals in the College Dining Hall, the young men's club, or in the village

respects. If you start inquiry as to the men of mark in the nation, you will be surprised at the numbers who have come from the smaller colleges. Our beloved Longfellow was trained at Bowdoin College, a small college in Brunswick, Maine. President Garfield was trained at Williams, a small college in the northwestern corner of Massachusetts. Secretary Root was one of the ablest men in President Taft's cabinet. He was trained at Hamilton, a small college in the hills of Central New York. We might continue that list indefinitely, but the few examples suffice.

"Ex pede Herculem." From his foot we know Hercules.

The Conclusion of the Whole Matter

In the smaller college every professor knows every student by his name. Acquaintance is mutual and it is intimate. The best traits of the teachers are impressed upon the student's habit of thought iradicably. And the regular result is plain living, high thinking and lofty ideals, which the students cherish as the standard for all their lives.

COLLEGES AND CITIZENSHIP*

Colleges are Under Obligations to the State

Colleges receive their charters from the State. They are granted immunity from taxation by the State. In the case of State institutions, they are also supported at the State's expense. All of them are protected in their rights by the strong arm of the law. In return for these benefits a due sense of gratitude and appreciation would suggest certain obligations on the part of the Colleges to the sovereign power granting them, and fortunately this sense of gratitude and appreciation is, to a growing degree, present in the Colleges, in their student bodies, and in their Alumni. What evidence of this gratitude and appreciation does the State rightfully expect?

All Good Citizens Obey the Law

The first evidence should be obedience to her laws. The unmistakable evidence of filial devotion is found in generous submission to parental authority. The surest proof of good citizenship is cheerful obedience to the State's laws. The best citizens are the most law-abiding. They do not expect special privileges, but yield a complete and loyal submission to the demands of the State, and the greater their intelligence and the higher their

*Delivered by President Harper before the N. C. Teachers' Assembly, Thanksgiving Day, 1912, and reprinted from the Assembly's Records.

rank in life, the more cheerful and the more complete that submission should be. Judged by these standards of good citizenship, what justification can there be for the claim on the part of certain College men and of their apologizers that certain doings of theirs, which in other men would be rebuked by stern penalties, should be winked at or excused on the ground that boys will be boys? What shall we say of those over-sympathetic persons, who think such conduct should be commiserated and not blamed? Has it come to the point where College men deserve pity for the privileges they enjoy? Can any position be more inconsistent than this? Shall men of superior intelligence, higher social rank, grander privileges, larger outlook on life, men from whom the State expects and rightfully the flower of her citizenship and the acme of her leadership, be pitied when they violate the laws of the land, while those of inferior intelligence, lower social rank, smaller privileges, narrower horizon of life, men from whom the State looks not for leadership, pay the penalty of their misdeeds? Shall the law thus become a respecter of persons? Shall the least be expected from those capable of rendering the most? Shall one set of laws apply to men of low estate and another to men of high estate? Should not College men and we administrative officers of the Colleges hang our heads with shame at a suggestion like this?

Unsound Excuses For Present Conditions

It is no justification of this deplorable condition to plead that custom sanctions the difference. What is law but custom enacted into law? And every man who follows custom contrary to law is a criminal, whether he be a negro ditcher, or a College president. Nor can it be excused on the ground that Colleges create artificial conditions and that College life differs from other life. How can we consistently demand that an industrial corporation submit itself through its officers and its employees to the laws, and justify an educational corporation in which the laws of fundamental human rights, rights declared to be natural to man and inviolable by the Declaration of Independence, the National Constitution, and every State Bill of Rights and Constitution in the nation, are violated and the violation condoned by a maudlin sentimentalism? If the industrial corporation persists in violating the law, it is dissolved. What shall we consistently do with an educational corporation doing this identical thing through its beneficiaries? We need sanity of thinking, fellow educators, respecting fundamental matters and consistent pursuit of the highest ideals of life and conduct, in order to render our part, our due part, to the State's reputation for justice and to the type of its citizenship.*

*Last year immediately following the deplorable death of young Rand at Chapel Hill, President Harper addressed the Elon student body respecting the matter. His address at that time was given a wide circulation by the press of the country. The correspondent to the News and Observer under date of September 16, gave this account of the discourse:

"This morning at the first regular chapel service since the horrible tragedy at Chapel Hill, President Harper expressed deep regret for the unfortunate occurrence and sympathy for the Uni-

No Plea For Special Privileges to Be Entertained

College men should be ashamed to plead for special privileges in law breaking and we, who exercise corporate privileges of great value in the management and direction of Colleges should be ashamed to tolerate such a plea or condone it when made. And the civil authorities should see to it that College men obey the laws of the land or pay the penalties of their violation. The citizenship of the State should not be satisfied with a less equable standard of civic justice than this, and the leaders in the movement to bring this result about should be the presidents and faculties of our Colleges and the student bodies of the same. Let the best young men of the State, the privileged class of our young manhood, set their less fortunate brothers the example of perfect obedience to civil authority and in so doing to that extent justify the wisdom of the founders of our Colleges and exemplify proper ap-

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versity and the bereaved and sorrowing friends of the dead and the hazers and for the hazers themselves.

" 'But,' continued President Harper, 'no amount of sympathy for those affected by this tragedy should darken our vision of the real issues involved. Hazing is wrong, not because young Rand is dead, but because it strikes at one of the primal constituents of gentility. A gentleman will not enjoy himself at the expense of another. College men should never engage in any sort of fun-making in which all the participants cannot enter with relish and equally enjoy.

" 'It is no excuse for the hazers to say that the death of young Rand was accidental. It was accidental in the sense that it was not premeditated, but it was not accidental in the sense that young Rand was to blame for it. He was forced into the circumstances that led to his death. No citizen has the right to force another to do anything, save by due process of law.

" 'The way to stop hazing is to put in the hearts of the hazers a higher principle. The gospel of Christ, the golden rule lived in individual hearts, will put an end to it. If the sentiment, the spirit, of our Colleges shall become essentially Christian, we shall see an end of hazing and not till then. Hazing cannot thrive in a Christian atmosphere, and that is why it has never got a foothold at Elon, where every student regards every other as his brother'."

preciation of the franchise and its attendant benefits granted by the State to the Colleges.

Signs Point to Ameliorative Tendencies

I regret to have felt constrained to speak thus at length in a negative and critical way of our Colleges, and I am rejoiced to note a growth from barbarity to civilization in the attitude of College men toward civil authority and in their increasing respect for fundamental human rights and obligations in the treatment of their fellow students. I am aware, also, that it is the exceptional College man, who sins against the State's laws and his College mate's rights. But so is it the exceptional man in the other strata of Society, who transgresses the law. In neither case should the exceptionableness of the occurrence condone it. The normal man is law-abiding. The abnormal man should suffer the penalty of his abnormality, whether he be in high or low estate. And we are recreant to our duty as citizens unless we set our faces resolutely for equality before the law and equality in the enforcement of the law, without fear of favoritism.*

*The Greensboro Daily News under date of October 10, 1912, carried this interesting item respecting the attitude of this College toward hazing. From this instance it will be seen that Elon endeavors by every legitimate means to protect her moral ideals from infection.

"President Harper this morning took a high stand in reference to hazing, which all who love decency and order in College life will appreciate and applaud. A young man expelled for hazing in another institution offered himself for matriculation here. The young man did not present a certificate of honorable discharge from his former institution. The President immediately communicated over long distance 'phone with the head of the institution from which the young man came, and found that he had been expelled for hazing.

"The President of the College in question told President Haper that it would be all right with his institution to accept the young man and that he believed he would profit by his experience and make a good student. The President communicated these facts

Obedience to Law is But the Beginning

But obedience to her laws is not the only evidence of appreciation for benefits received that the State has the right to expect of College men. The State expects that of every man, and must compel it, if it is not yielded willingly. The State expects more of the flower of her manhood than that, and the Colleges are in position to satisfy those expectations. It is here that the real value, so far as public utility is concerned, of College education is centered, for unless the Colleges could furnish certain needful elements of citizenship the State would not be justified in granting the privileges and immunities which Colleges enjoy.

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to the College Faculty here and unanimously the young man was refused admission and the head of the sister institution was written the following:

" 'I thank you for saying that it would be perfectly all right with you for us to enroll him as a student, but we do not feel that institutions of learning ought to act thus with reference to each other's expulsion of students. We have always made it a practice at Elon to accept the finding of the institution from which a person came as final, and to act upon it as if we ourselves had issued the decree. We believe that, when the Colleges of the State have decided to do this, the practice of hazing will soon be stamped out, and not till then.'

"The student body and the citizens of the College community here heartily approve this action on the Faculty's part and rejoice that every step consonant with the high purpose for which Elon was founded is being taken to keep the blight of hazing from the College. As the President stated in his letter from which your correspondent has just quoted, the Colleges of the State will do well to adhere to a standard like this when expelled students offer themselves at their doors for admission. Such action will insure the stamping out of hazing and many other evils from College life and do great good in the State's educational uplift."

Among these positive goods of College education in the realm of citizenship should certainly be found the disposition to subordinate private to public interest, and there is need of this spirit in American public life. Our leaders in the various walks of life are prone to silhouette their private interests against their perspective of public questions. From this narrow standpoint, we are accustomed to consider the tariff, the Panama Canal, the conservation of natural resources, the maintenance of the forest preserves, the parcels post, the Sunday delivery of the mails, the ship subsidy, the monetary standard, the sale of whiskey, control of corporations, labor unions, and so on through the entire category of the questions confronting us today. We need to get a vision of the whole as against a part. We need in private life the spirit of the soldier in time of national danger. There is demand, sore demand, for every day patriotism, a kind not so spectacular nor thrilling as the war sort, but which will render the war type superfluous. The liberalizing tendencies of culture, the altruistic qualities of scholarly attainment, can supply to College men this vitalizing conception of citizenship, and we educators should see to it that this happy denouement is had in the men and women, who come up to us in full confidence of our ability to inculcate in them the ripest ideals of life and conduct.

Subordinate Private to Public Interest



A GROUP AT THE YOUNG LADIES' HALL

Young ladies in the New West Dormitory or Young Ladies' Hall get practical domestic science training and secure their living expenses at cost. This is an increasingly popular boarding arrangement



THE YOUNG LADIES' HALL OR NEW WEST DORMITORY

The latest addition to the College Plant. The home for those young ladies who desire to board on the co-operative plan. Board, with laundry and all living expenses, estimated to cost from $60 to $70 the year—an unparalleled rate with modern conveniences. A similar arrangement for young men. Also board on the hotel plan with excellent cuisine for those desiring it—price $125 the year

Connect Vocational Activities to Public Welfare

Close akin to this first good is the determination to correlate vocational activities with the public welfare. One hundred years ago this desideratum of citizenship would have been identified with the former, but today there is a difference. We no longer work altogether on individual enterprise, but as parts of corporate bodies, and the time is not far distant when a single corporation will have more persons dependent upon it than live in some of our smaller States. We know that men in the employ of a corporation, through a false standard of loyalty, will resort to practices which on personal grounds they would indignantly repudiate. The esprit du corps of such employees needs an infusion of patriotism, patriotism which shall connect vocational activity with national welfare. They need vaccination with the virus of a new and better loyalty, loyalty to mankind as against loyalty to kind men. When this virus shall have inoculated the industrial captains and their employees, the stealthy violation and disregard of pure food laws, of laws against adulterations, and wholsale (and retail) stealing in contravention of the laws will cease to be practised or will be readily exposed and speedily punished. To whom else rightfully can the State look for leadership in popularizing this new conception of civic duty than to those whose rare opportunities for understanding the complicated relations of life have specifically qualified them or should have thus qualified them for this very service?

Create Wholesome Public Opinion

The formation of wholsesome public opinion is another large avenue of service to the State open peculiarly to College men. Public opinion controls in a free country, but public opinion is no accident. It is the resultant of a parallellogram of competing, often antagonistic forces. No blind fatuity leads the ordinary citizen to think as he does upon questions vitally touching the nation's ideals, laws, and life. Public opinion is the result of responsible leadership and is moulded by that leadership as surely as the potter's wheel moulds the plastic clay. Who shall form our public opinion for us? Shall the yellow journals, the demagogues, the special interests, the agitators, the ignorant, but blatant tools of an enraged group of vituperative partisans, the bland, but treacherous pie-ous offlce-seekers? Shall any or all of these prejudice the honest husbandry of the land in favor of their pet schems or against the ameliorative proposals of patriots and statesmen and profound thinkers? The College man shall answer. It is to him that we look for intelligent leadership, leadership which shall view every proposal in the light of the world's experience and so save or should save the nation the costly tuition of experiment in political life. The foe of good government is ignorance, and equally is it true that scholarship in the sense of wisdom, not of pedantry, is the only guarantee of national perpetuity. The originators of the sects, schisms, and isms subversive of progress and inimical to prosperity, in every department of life, are almost universal-

ly men of shallow intellectual attainment, prone to be radical because not appreciating the consequences of their radicalism. Tyrants and anarchists are, in free lands, always of a low order of intelligence. The College man in America can be neither a tyrant nor an anarchist, if he has been properly taught. Let a high sense of obligation to the public good for high privileges enjoyed inspire the College man to wield with powerful grasp the influence with which his learning and culture have crowned him in creating, fashioning, and enforcing a wholesome public opinion, fearless alike of demagogue, entrepreneur, quack, charlatan, or what not, always able out of the abundance of his wisdom to fortify himself by citation from authenticated racial experiences and anxious at all times to win adherents to his standard by readiness to give reasons for the faith that is in him. Let him be a conservative, weighing all proposals in the scales of mankind's experiences, and let him, at the same time, be a progressive with rare discrimination projecting the lessons of the race's experiences into conditions not met before, but sure to be properly met when decisions are arrived at by patriots, who, knowing the past, confidently, without prejudice, give themselves to such measures as promise most for the public weal.

Stand Ready to Serve the State Heroically

Finally the College man should stand ready at any time to render public service. This may mean willingness to enter politics. It may mean willingness to hold public office, but, if so, the public office should be viewed as a public trust, and by the true College man it will be so viewed. Becker would not have inaugurated his dastardly system under the administration of a superior like Taft or Roosevelt or Wilson. He would have known in advance the certainty of his conviction and the speedy retribution upon him of his crimes. We have made fun of the scholar in politics, and deterred thereby many men of scholarly attainment from patriotically and effectively serving their country. College men must break the power of the political boss and remove from the political arena the ward-heeler, and they can do it by turning on the lime-light of publicity and fortified by the wisdom and insight it is their privilege to enjoy mercilessly to expose the fallacies of would-be political panaceas and quack nostrums. If they can do this by alignment with a party, they will be strict party-men. If the parties will not hear them, they will resort to other means. If it is necessary for them to hold office properly to protect the interests of the people, they will seek the mantle of official authority, but in what way may seem to them just and right and most effective they will loyally, patriotically, gratefully serve their country. This the State has the right to expect, and College men will manfully meet this expectation. May the scholar in politics multiply in

number and in efficiency as a leader and in effectiveness as a purifier of public life, until the nation's best, purest men shall cease to feel disgraced to mingle in political caucuses and frequent the elections and the office shall seek the man, not the man the office!

RELIGION AND EDUCATION*

In one of the most popular among recent treatises on the new science of Pedagogy, this paragraph is found:—

**"In tracing the evolution of the school we have also traced the evolution of the church. Many essential details for even a brief outline have necessarily been omitted, but these need not now be supplied. The church is the mother of the school, and therefore has in the past played a most fundamental part in formal education. The differentiation of function in society, however, has removed the heart of formal education from the church and place it in the school. But this does not leave the church with no formal educational functions to perform, at least not for the present, and especially not in America. Because in America, and because religion has not yet been fully rationalized by the method and spirit of science, religious instruction cannot be, or rather is not, included in the public schools; and since the Christian religion centers in literature of the Hebrews, the child is left ignorant of this literature by the school. But this literature forms one of the most precious sections of our racial inheritance, and therfore it is too valuable to be lost. The task of transmitting it to the child falls to the lot of the home and the church, especially to the

A Characteristic Statement

*Reprinted from the Presbyterian of the South. Written for that paper by President Harper.

**Ruediger's "Principles of Education," page 253.

church. The church must make a systematic attempt to acquaint the child with our religious history, literature, and beliefs by means of the Sunday school. But before the Sunday school can effectively discharge this function, it must be more generally recognized as an educational agency, it must be taken more seriously by society at large, and its work must be more thoroughly graded, systematized, and psychologized. By the last term is meant that the work must be definitely adapted to the needs and interests of the child, just as the masterpieces of other literatures are adapted to the needs and interests of the child in the public schools. In addition to the Bible, the history and geography of Palestine and the history of the church should also be studied in the Sunday school.''

A Crisis in Christian Education

The author elsewhere makes it perfectly plain, tho' he does not in so many words say so, that there is no place for the Christian College in America eventually, tho' now there may be an excuse for it in that science has not yet fully rationalized religion. The Carnegie Foundation has set its face in the same direction and has even made it to the pecuniary advantage of all Colleges and of the professors in them, which will sever their connection with the denominations that gave them birth and become independent of religious control, and thirty-three Christian Colleges and Universities bit at this bait during the past twelve months. Clearly the Christian Colleges face a grave crisis and the friends

of Christian education need to be alert for their interests, or they will materially suffer.

An Unparalleled Condition

The present status of affairs in the educational life of America is unparalleled in the world's history and has been brought upon us by a train of short-sighted thinking and blind action with reference to the separation of Church and State. The separation of Church and State was desirable. The State has demoralized the Church and disestablishment was imperative, if progress was to be made in civilization and knowledge. We shall not see again the union of Church and State in this country, nor do we wish it. Such a reunion would be disastrous both to the State and to the Church.

The Subtlety of Its Origin

The trouble came when the State Constitutions declared it the duty of the State to educate its citizens. Up to that time all education had been under the Church, or under private individuals. Certain free-thinkers conceived the idea of allowing the youth of the land to be educated entirely apart from all sectarian influences, and so entirely free from all Church relations. It was declared to be the duty of the State to furnish the means of education, but provisions for the religious life was to be left to the Churches. Their educational functions were to be allowed, but a program was to be outlined with the express purpose in view to eliminate the Church entirely from the edu-



THE HOME OF THE YOUNG MEN'S CLUB

Of this Home Mrs. Laura Lee is Matron. The young men taking their meals here room in homes convenient at reasonable rates. Table board in the Club can be had on the co-operative basis at about $60 the year; perhaps less



THE BANK AND PUBLISHING HOUSE

Two great conveniences. Young men in the Business Department can learn banking at first-hand here. The Publishing House furnishes a dozen excellent double bed-rooms at reasonable rates to young men—a handsome addition to the dormitory accommodations of the College

cational realm, beginning in the public school and ending in the State Universities and the Technical Schools. To such extent has this program spread that the current books on education, which are used in our Christian Colleges, allow the Church no part necessarily in formal education except the Sunday school Class; and when science has entirely rationized religion, perhaps the Sunday school can be dispensed with, "except for worship and the development of the social nature," as the authority previously quoted declares the Church has already become.

Not So Serious in Secondary Schools

The real mischief of the absence of moral and Christian training from education does not appear in the primary and secondary schools, because the children are at home mornings, afternoons, evenings, Saturdays, and Sundays, and parents can correct by example and precept the immoral, irreligious tendencies of the schools. This is the theory underlying the practice of excluding such instruction from these conservators and seminaries of the public intelligence, but even here, evil is done and most insidiously. There are sad accounts current in every section of the direful results in the character of the public school pupils, due to immoral and irreligious teachers, and I should gladly welcome the day when only moral and religious teachers should be permitted to teach our youth in those extremely plastic and impressionable days of the primary and secondary school age, and we Christian people can have it thus, if we will. The exclus-

ion of comment on the Scriptures from the public schools of many States, of the Bible and religious services of whatever character from the schools of others, and the admission to the teacher's function of immoral and irreligious persons in these same schools, has given a combination calculated to undermine the very foundations of the moral and religious life of the rising generation.

A Grave Situation in Colleges

In a measure, however, the Christian home can counteract the influences which ought to strengthen rather than weaken (as is often the case) the teachings of the fireside. The real mischief of the lack of positive moral and religious instruction in the State schools begin when the young men and young women leave home and enter College. Here there are no wholesome home influences to counteract the irreligious teachings of the class room and of the life examples of the teaching force. It takes a strong man, a strong woman, to react against such tendencies successfully. The religious life of some become positively antagonistic to the Church, of the great majority ceases to grow, ripen, and expand, of the almost negligible minority continues to develop and gain strength from the opposing tendencies that have to be overcome. The suggestion that the Sunday school should supply the deficiency of their formal education is not realized in fact, for their teachers neglect the Sunday school and so do they. Nor can the Y. M. C. A., or any other voluntary quasi-religious organizations among College students supply the moral and religious sustenance needful for the

fruition of soul-power and the development of Christian character. The Y. M. C. A. in such institutions fast gravitates into a social club countenancing practices condemned by the Church, and the other organizations follow rapidly the same religious deterioration. By the time a man reaches the Junior Class and begins to study Psychology, Ethics, Social Science, and Philosophy, he is either without any religious convictions, or in short order, except in rarest instances, soon will be. The sad part of it is that the young men regard the skeptic's air as the proper attitude to religious truth and are taught to persevere in it by their teachers, who are convinced that the scientific method of investigation, the chief ingredient of which is doubt as to the truth of every positive statement until it is proved, is the only proper method of examining anything. We know these things are so, and yet we close our eyes and fold our hands, while the leaders in many of our Churches send their children to these veritable religious divorce courts, in which it is the rare exception that the martial vows of allegiance to the Church, given in life's morning time in the old Church at home, are not forever severed, or at least permanently lessened in vital affection.

I go a step further. I affirm that it is absolutely impossible to teach without prejudicing the student for or against religion, and, in so far as the Church represents religion, for or against the Church. We have attempted the impossible in this country. We have tried in separating the Church and the State to separate Education and Religion, and the operation has been unsuccessful and must ever be so. Only quacks and charlatans and educational patent medicine vendors will deny this statement, and they cannot adduce a single argument to support their denial. Aside from the personal character of the teacher, the subjects taught have direct religious bearings and they can be made to bear for or against the Christian faith, and they will be made do so in spite of the insistence that it will not be done. It is impossible to teach literature without getting from it certain standards of character and certain ideals of life and conduct. History and Natural Sciences cannot be presented without touching vitally the attitude toward the religious life. Social Science, Philosophy, Pedagogy, Ethics, and Psychology involve directly the investigation of questions that are inseparable from the Christian religion, and which must be settled in accordance with its faith and doctrines or against them. There is no midway ground:— It is religion or irreligion in higher education. We know which it is that our Christian Colleges are giving us.

The Impossible Has Been Attempted

Let the Skeptics Provide Their Own Colleges

But what shall the man do, who belongs to no Church and wishes his children brought up under skeptical influences or free from influences tending in any way to impress them favorably toward the religious life? Should not the State provide for him? Not at all. He will not grant that the State should provide the type of education called Christian for those who believe in it, they, too, being in the majority in the State, and how can he consistently expect the State to provide for him the unchristian type of education? I would go further than this. I would claim that the State ought with greater right to furnish me with the Christian type of education, because ours is a Christian land and the Christian type of education will produce a finer type of citizenship, and the State is certainly standing in the way of its own progress not to foster and encourage and provide the conditions productive of the noblest, best type of citizens possible. If he objects to the State's doing this on the ground that it would be a union of the State and the Church, while we deny his premises, we grant his contention and agree through our Christian Colleges to furnish the State this very type of citizenship, and we bid him do likewise for the type he believes in. Let him and those who believe with him do as we propose to do. Let them build a College of their own and maintain it at their expense, but let not him or them suppose that the public treasury and the taxing power of the State are to be at their disposal forever for the State's undoing and the Church's subversion. This is fair;

it is more than fair, because in this proposal the majority would refuse to exercise a right because the minority raised objection. Our present arrangement is extremely iniquitous in that the minority exercises a privilege to which the majority is clearly opposed, and rightly.

The Conditions Demand Change and that Right Early

The prospect calls for sober thinking, consistent reasoning, concerted action on the part of the nation's religious forces. Nothing should be done rashly, nothing narrowly, nothing inconsiderately, nothing from prejudice. But when a great State spends more money out of its treasury for the support of institutions of higher learning serving only a few hundred students, who can get the identical advantages supposed to be offered there in the Christian and privately supported Colleges within its borders, than it spends on the education of the thousands of its children who do not even enjoy the advantages of the three R's, it is time for sober thinking and consistent reasoning. And when it is considered further that these same institutions do not produced the highest type of Christian character, and Christian citizenship, it is time for something more than sober thinking and consistent reasoning; it is time for concerted action, that the greatest good to the greatest number may ultimately result.

FACULTY CHANGES AND ADDITIONS

The New German and French Department and Its Head

The 1913 Catalogue provided for the B. S. degree without Latin either for entrance to College or during the College Course. This flexibility in the rigid classical requirements so long obtaining here was a yielding on the part of the Faculty for a more directly practical degree course than the classical course had hitherto provided. And while the Faculty is still of the opinion that Latin and Greek too as for that matter should be studied by all whose talents incline them to mastery of them without undue exertion, yet this concession is made in the interest of those who dislike Latin and Greek and who incline toward the modern languages. It also places the modern languages on a par with Latin and Greek, a preeminence they had not previously enjoyed.

Immediately the College began to look around for a suitable head for this new major department. Applications for the position were received from graduates of all the leading universities—be it known that Elon never elects a man to a professorship who does not hold his graduate degree from one of the great universities. Amid all the applications one, however, only could be chosen and the choice fell upon Dr. E. E. Randolph, Charlotte, N. C., who taught German here four years ago and for the past three years has been French professor in Erskine College, Due West, S. C. Dr. Randolph was exceedingly

popular here and his return to the College will be greeted with universal approval. He is a Ph. D. of Columbia University.

The New Assistant Professorship in English

The English Department has grown so in popularity and in numbers that another assistant is rendered necessary. The new teacher will have charge of the Language work of the department and the advanced Composition Course in the Senior year. Dr. Lawrence considers himself fortunate in securing the services of Prof. Elmer L. Daughtry for this position. Professor Daughtry has had very satisfactory experience as a teacher of these branches and won the Morrow Memorial Thesis Medal during his College course—a very distinguished honor.

Two Additional Instructors

The departments of Mathematics and Natural Science have also taken on such proportions that an additional instructor in each was rendered necessary. Mr. A. L. Hook, A. B., one of the most popular men of his class, and Mr. I. J. Kellum, L. I., also a very popular and talented young man, have been chosen to fill these positions. Mr. Hook took high rank in Chemistry and Physics. Mr. Kellum was especially talented in Mathematics.



CORNER MUSEUM

On the third floor of the Administration Building. Due to the untiring energy of Rev. B. F. Black and the generosity of many friends. The specimens and relics herein found are useful in connection with the courses in Biology, Mineralogy, History, Social Science, Physics and Geology



CORNER READING ROOM AND LIBRARY

On the second floor of the Administration Building. Open from 10 a. m. to 5 p. m. and from 7 p. m. to 9 p. m. daily.
One of the most pleasing and cheerful centres of College life and activity

The New Head of the Business Department

The Business Department will have as its director for next year Mr. H. E. Jorgenson, a graduate of the Business Department of the University of Michigan. Mr. Jorgensen has had practical business, stenographic, and general office experience and has also been a successful teacher. Those coming for excellent work in bookkeeping, stenography, typewriting, and business phonograph will be fortunate in having his direction in their study.

Additions to the Music Faculty

The Music Department next year will be increased by the addition of Miss Lois Baird Davidson, Ph. B. of the Class of 1912, more recently of the piano department of the New England Conservatory, Boston, Mass., as assistant in piano, and by the further addition to its Voice Faculty of Miss Mary Ethel Clements, special voice pupil of Louis Schalk. Miss Clements is too well known as a soloist of rare charm and power to call for further commendation.

The Dean of Women

The Board of Trustees at the recent Commencement session of the Corporation wisely decided to create the office of Dean of Women. The necessity of this office is evident in view of the rapid growth in enrollment. This Dean will have charge of the discipline, of the social life, and of the study life of the young women of the College,

and her authority in dealing with these items will be second only to that of the College Dean and of the President of the College. The Board was fortunate in securing the services for this position of Miss Bessie Urquhart, Hensall, Ontario. Miss Urquhart is also to have charge of the Physical Culture work of the young women and will offer a course in Public Speaking in the College Department. She is no stranger here, having taught Expression for us three years ago, and during her stay here having won a large place in the affection of all the students and having shown herself admirably adapted to this very position.

Dr. W. P. Lawrence Becomes Dean of Men

A very happy choice for a very responsible position was that of Dr. W. P. Lawrence to be Dean of Men. This is a new office, created by the Board of Trustees at their June session. Dr. Lawrence will have charge of the discipline and of the social life of the young men and his authority in this realm is second only to that of the College Dean and of the President of the College. Dr. Lawrence has been head of the English Department here for nineteen years and is one of the most popular professors the College ever had. His genuine sympathy with the life and ideals of young men eminently qualify him for this exceedingly delicate and responsible position. His elevation to it has been received with universal approval.

Dr. J. U. Newman has served so long as Chairman of the Faculty or as College Dean that he and the position have become identified in the Elon mind. This year he will as usual represent the President in his absence, counsel with the other Deans in respect to their work, and have direct supervision of the course of study and of the literary and spiritual life of the student body. All three of the Deans as well as the President, will keep regular office hours, so as to best serve the students and most satisfactorily advance their life.

Dr. J. U. Newman Remains Dean of the College

The teaching force this year will consist of twenty-two—an increase of six over last year. But the growth of the College has demanded it.

ADDITIONS TO AND IMPROVEMENTS IN THE COLLEGE PLANT

The College plant is now conservatively estimated to be worth $300,000 and is one of the most modern in the South. All the buildings on the campus are of brick, with steam heat, electric lights, bath and sewer facilities. One of the most important additions to the plant during the past year was the Alumni Building, erected at a cost of $26,000, containing dormitory space for ninety-four young men. The building was at first designated as the North Dormitory, but at commencement the Alumni Association agreed to pay for it and it has been therefore named the Alumni Building.

The Alumni Building

Elon has always enjoyed an enviable reputation for cheap boarding facilities for young men desiring the cooperative boarding system on the home plan. Not until the fall of 1912, however, did the College erect a home for this department. It is a frame structure north of the College campus and contains a large dining hall. The housekeeper and her family live in the building. The young men room conveniently around town or in the College buildings. Board in this department can be had for about $60 the College year.

The Young Men's Club House

Last year for the first time in Elon's history co-operative board on the home plan, with practical domestic science features, was inaugurated here for young women. The plan was so successful that the Trustees decided to erect a commodious brick structure for this department. The building is to be completed by the opening of the Fall Term and bids fair to be filled, tho it will accommodate sixty-four young women. Last year but twenty young women got all their living expenses, including laundry, in this department for the extremely low rate of $70.70. This year, with increased numbers, it is confidently expected that the cost will not exceed $60 for all these items—an unparalleled rate when advantages are considered.

The New West Dormitory for Young Women

The deep well and its pure water are well-known and much appreciated assets of the College. The wooden tank of 10,000 gallon capacity and but forty feet of elevation had, however, become inadequate for the demands of the growing College community. The trustees arose to the emergency and are now erecting a 50,000 gallon steel tank on a seventy-foot steel tower. This handsome addition will not only supply all the necessary water, but provide additional fire-protection.

The New 50,000 Gallon Steel Tank

The Two College Gymnasia

Elon now enjoys the reputation of having two of the most modern gymnasia in the South. These were erected during the session of the College just closed and offer that opportunity for physical culture which the growing body must have. The young ladies' gymnasium is in the annex of the West Dormitory and that of the young men occupies the second floor of the commodious Alumni Building. For both these gymnasia competent directors have been provided and daily use of them is required of each student unless excused by the advice of a reputable physician.

The Enlarged Laboratory Facilities

The first floor of the Alumni Building is given over to Chemical and Physical Laboratories. These laboratories are equipped after the Johns Hopkins style and are great additions to the efficiency of the scientific courses. A new Tirrill Gasolene Gas Plant has just been been installed to furnish the heating and lighting conveniences necessary for these laboratories.

The Improved Library Facilities

The curator of the Library, Dean W. P. Lawrence, has during the past year added wonderfully to the convenience, accessibility, and extensiveness of the Library and Reading Room facilities of the College. By judicious planning and wise utilization of the space already in the stack room and by adding an additional room exclusively devoted

to Reading Room purposes and by giving over the former Reading Room to research books and bound periodicals, the necessity for a new Library Building has been postponed several years. Miss Pearl Fogleman, Ph. B., is to be the efficient librarian this session.

The Publishing House Building

One of the latest improvements added is the Publishing House Building. It has long been a necessity and is become a convenience before undreamed of. It does all the College printing and supplies besides dormitory space for twenty-four young men, in rooms lighted by electricity and equipped with both steam heat and sewer facilities.

Other Minor Improvements

Other minor improvements during the year were the enlarging and remodeling of the College Dining Hall, the renovation throughout of the East Dormitory, the enlarging of the capacity of the Power House, the improvement of the College dairy by concreting the floor and installing modern stanchions for each of the herd of cattle, the substitution of thirty large Mazda electric lamps for the ten arc lights of the campus, the improvement of the rostrum of the College Auditorium, the changing of the old well house of ancient days into a beautiful summer house for the young ladies, the addition of thirteen new Mason pianos to the facilities of the music department, and the erection of the large vault for the College records in the Alumni Building.

THE SPECIAL DEPARTMENTS OF THE COLLEGE

The College, besides the six regular degree courses, maintains several special departments of high grade and well-known efficiency. The oldest of these is the Music Department. Last year it numbered more than one hundred pupils in its enrollment and had three teachers. This year there will be four teachers. Only high-grade music is taught and the course equals that of the best conservatories. Miss Wilson, our director, has been here fifteen years and is famous for developing the individual gifts of her pupils. She is ably assisted by Misses Barnes, Clements and Davidson. Nine certificates and diplomas were awarded by this department last year.

The Music Department

The Director of this Department spent four years in Cooper Union, New York City, two years of this time as instructor. She is temperamentally artistic and devoted to her work. The course includes oil painting, water colors, pastel, crayon, china painting, public school drawing, mechanical drawing, miniature, craft work, etc. The studio is large and commodious and recently largely improved. Seven certificates were awarded by this department last year.

The Art Department



CORNER CHEMICAL LABORATORY

On the first floor of the Alumni Building. Equipped with every modern convenience. Modeled after the Johns Hopkins Laboratory



THE 1913 BASEBALL TEAM

Elon's baseball team, as all its other athletic teams, is without any tinge of professionalism and the rowdyism attendant upon professionalism in College sports. Competent coaching always secures Elon good athletic representation. No athletic fee is charged. Coach Doak heads the line and Manager Hook closes it up. The others in order are: Harwood, Malone, Burrus, Fulghum, Bruce, Johnson, Newman, Joyner, Poythress, and Finch

The Expression Department

Expression is one of the most delicate of arts, requiring skillful practice and generous application. Elon's Director in this department is a graduate student of Leland Powers, the famous Boston impersonator. The course throughout is individual and aimed at developing the native gifts of each pupil. Three certificates were awarded in this department last year.

The Commercial Department

The Commercial Department offers ideal conditions for equipment for business life. The very best instruction is provided in Bookkeeping, Stenography, Typewriting, and the Business Phonograph, and to students in this department all departments of College literary work are open without extra cost. It therefore gives the necessary special training and the even more necessary foundation in general culture, which latter the ordinary commercial school is unable to supply. Those who enroll in this department have full use of the Library, gymnasia, and other voluntary organizations of the College. Seven received certificates in this department last year.

The Physical Culture Department

Physical Culture is a necessity in the life of the modern school and there is constant demand for teachers who have had this sort of training. The courses in physical culture at Elon are free to students of the College and aim not only to correct bodily deficiencies in the students themselves, but to equip them to handle physical culture classes of their own. The two excellent gymnasia, for each of which a competent director has been provided, offer ideal conditions for this work.

The Normal Department

Quite a large per cent. of Elon graduates have entered the teaching profession and all of them are filling responsible positions and receiving therefrom liberal remuneration. This is the strongest possible endorsement of our normal training department. It provides all the needful training in pedagogy and methods of teaching, together with practice, and gives in addition a thorough general education. Two years' work will yield the Teacher's Certificate, three years' work the L. I. degree, four years' work the B. Pe. degree. For those who can remain only one year the Special Term Normal Course has been found exactly suited to their needs, yielding a teacher's certificate, without examination, in worthy cases.

The College Band

One of the most pleasing features of the College life here is the College Band. All instruments are taught. Instruction costs $10 the first year to those belonging to the Band, but is free after that. Those desiring to take any instrument without playing in the Band pay forty dollars the year for such instruction. The most successful members of the Band constitute the College orchestra, which furnishes music for the Sunday and other special services.

Domestic Science

Practical domestic science work is given those young ladies who avail themselves of the cooperative plan of boarding in the New West Dormitory. The courses in the scientific department of the College also give the theoretical training necessary to success in this special line of work. Thus practice and theory are harmoniously blended, and this is Elon's high aim in each of her special departments.

IDEAL CONDITIONS FOR THOSE PREPARING TO TEACH

Teachers cannot teach unless they are educated. For that reason the normal school, which concentrates its effort on methods to the exclusion of real education, is on the wrong track. Elon saw this and has arranged an ideal teachers' course which gives all the training in method needful and at the same time provides that thorough education which the successful teacher must have. It has an arrangement whereby its students each April and May can discontinue their regular College work and by taking a two months' special course obviate the necessity of the county public school examination, the county superintendents accepting the Elon grades in lieu of their own.

At the expiration of two years spent here in study in its regular teachers' course it will award its own Teacher's Certificate.

At the completion of three years spent in study here, the College awards the degree of Licentiate of Instruction, a degree which is recognized as the genuine teachers' degree.

The fourth year of successful study will yield the candidate the degree of Bachelor of Pedagogy, or either of the other bachelor's degrees by certain slight adjustments of course.

The cost here for this course is exceedingly low. To those boarding in the College Boarding Department, it is $191. To those preferring the co-operative plan of board it is estimated to cost for young women $126 and for young men $141.

There is abundant opportunity for self-help for those needing it. Those interested should address the President.

No condition is attached to this extremely low cost, and if the graduate decides to do something other than teach or to go to some other State where the remuneration is much higher, as is commonly known, there is nothing to hinder.

The College also offers a scholarly and cultured atmosphere amid ideal surroundings for educational development, and these are items which the teacher cannot afford to miss.

The Literary Societies, the Reading Room and Library, the fine Laboratories, the two unexcelled gymnasia, furnish just that opportunity of enlarged vision which the coming teacher must have.

Many teachers wish to add Music, Fine Arts, and Expression with the training in Physical Culture which the schools are now exacting to the best paid teachers, and Elon provides these at extremely low rates, the training in Physical Culture being free.

Absolutely no extras. No lecture or entertainment on the College campus can be charged for. And the town, being distinctly a College town, does not make it embarrassing to those who do not wish to spend money on needless pastime.

MISCELLANEOUS ITEMS—NOTE CAREFULLY

WHAT TO BRING

All students should bring pillows and pillowcases, sheets, quilts, blankets, counterpanes for half a bed. They should also bring towels, napkins, and toilet soap. Everything else is furnished. Those young men rooming in the Alumni Building, furnish each a separate bed.

WHEN AND HOW TO COME

Students should arrive at the College on September 2nd. The College opens on the morning of the 3rd and everyone should be at the first chapel service that morning, immediately after which the regular work of matriculation, registration and classification is begun.

Students from Eastern Virginia will leave on the morning S. A. L. train for Henderson. There they will change cars, off one train on to another, for Durham, union station, where after about 40 minutes they will board the Southern west-bound train for the College, arriving at 6:32 p. m. They should buy their tickets straight through and have their baggage checked through. Through tickets will be on sale at Norfolk, Portsmouth, Suffolk, and Franklin. The train passes Suffolk at 9:16 a. m. Those desiring may come over the A. C. L. via Rocky Mount and Selma, arriving at 6:32 p. m. Those coming over the Southern have to leave the night before and come via Danville and Greensboro, arriving at the College at 8:00 a. m.

Students from Eastern Carolina, South Carolina, and other Southern States, will arrive here at 11:28 a. m., or 6:32 or 9:27 p. m. They may come at 5:45 a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students from Western Carolina, the Virginia Valley, West Virginia, and other Northern and Western States will arrive at the College at 8:00 a. m., or 10:12 a. m., or 4:48 p. m. They may arrive at 1:20 a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students will be met at the incoming trains by members of the Faculty, representatives of the Senior Class, and committees from the Y. M. C. A., Y. W. C. A., and Christian Endeavor Society.

What to Do After You Arrive

Give your baggage check to the Faculty officer or baggage man asking for it, with your name written on the back of it, and the number of your room, if you are to room in one of the College dormitories, or of your rooming place if you are to room in the village.

Go to your room and get installed. Get acquainted. *You will have a hard time not to get acquainted here.* Have a jolly good time with your fellow students till Wednesday morning, September 3rd.

At eight o'clock on the morning of September 3rd, go to the chapel exercises in the College Auditorium.

Immediately after the chapel exercises, go to the President's private office for registration, bringing your Certificate of Admission and your eight dollars with you. If you did not fill out an Application Blank, fill out one and then get your Certificate of

Admission. If you have lost your Certificate of Admission, or misplaced it, call for a duplicate.

Present your Certificate of Admission to the Bursar, who will ask you for your Application for Admission. Pay him your eight dollars and get your registration card. Then follow the old student who is conducting you to the various Professors' rooms to have your work put on your card.

Then go to the Library and buy your books. Then go to work.

For catalogue or other information, address

PRESIDENT W. A. HARPER, LL. D.,
Elon College, N. C.

NOTE.—*Fall Term of Twenty-third Annual Session opens September 3rd. Students should arrive on September 2nd.*

Your presence is desired.

THE Lowest Rates in the South---Write for Particulars.



Administration Building Power House Alumni Building East Dormitory

A CLUSTER OF ELON COLLEGE'S FINE BUILDINGS

Looking north-west from the East Dormitory—an early spring view



A GROUP OF THE COLLEGE HERD

The College Dairy insures a pure milk and butter supply—a guarantee of good health. Only the best cattle are kept. The Dairy also offers opportunity of self-help to deserving young men

1889 ELON COLLEGE 1913

FOR BOTH MEN AND WOMEN

Situated in the delightful hill country of North Carolina. With all of the advantages and none of the disadvantages of city life.

Diploma from Elon admits without examination to the Graduate Departments in leading universities. In addition to the REGULAR COLLEGE COURSES the following Departments are maintained:

PREPARATORY DEPARTMENT — Prepares young men and young women for the Freshman class at Elon, or elsewhere.

MUSIC DEPARTMENT — Piano Voice, Pipe Organ, Violin, Brass Instruments.

EXPRESSION DEPARTMENT — Expression and Physical Culture.

ART DEPARTMENT — Oil Painting, Water Colors, Pastel, Crayon, China Painting, Public School Drawing, Mechanical Drawing, Etc

COMMERCIAL DEPARTMENT — An Ideal Business Course, combining education, culture, and special training

NORMAL DEPARTMENT — A two years' certificate course. A three years' briefer course leading to the L. I. degree. A four years' course leading to the B. Pe. degree. Also special term each year, April and May.

Two unsurpassed Gymnasia—one for Men and one for Women.

Good equipment and modern conveniences. Buildings heated by steam, lighted by electricity, furnished with water and baths. Expenses moderate, from $126 to $191 per session of ten months. Write for Catalogue showing terms and work in detail.

PRESIDENT W. A HARPER, LL. D.,
Elon College, N. C.

Vol. IX NEW SERIES No. 4

DECEMBER, 1913

BULLETIN

OF

ELON COLLEGE

ELON COLLEGE, N. C.

THE ALUMNI BUILDING NUMBER

BULLETIN ISSUED QUARTERLY

Admitted at Second class Mail Matter under Act of July 16th, 1894

Dedicated to the
Alumni of Elon College
Full Appreciation and Kind Wishes
Prompted Our Aims
In Grateful Acknowledgment of
the Loyal Attention and
Generosity
to
Alma Mater
and
With the Request That Each One
Read It as a Personal
Message
to
Him or Her



THE ALUMNI BUILDING

This is the handsome structure, first known as the North Dormitory, but rechristened the Alumni Building after the Alumni Association asked to be allowed to pay for it. This Bulletin is issued to assist in the campaign for this purpose. It cost $26,600, but is considered to be cheap at $50,000.
Equipped with every modern convenience—it is a perpetual monument,
to the love and devotion for the Alma Mater



THE CLASS OF 1913

The originators of the Alumni Association Fund, which by vote of the Association and the Board of Trustees is to be used to pay for the Alumni Building

Elon College Bulletin

Alumni Building Number

PRELIMINARY EXPLANATIONS

History of the Building

In June, 1912, the President of the College submitted his annual report to the Board of Trustees and mentioned in it as chief among the pressing needs of the growing institution the means of systematic exercise for young men and young women. During the discussion of the matter that followed it was shown that every College in Elon's class in the State had a gymnasium and that the time for moving here had certainly come. That devoted friend of the College, who served it as President for eleven years without salary, Dr. W. W. Staley, thereupon moved that a gymnasium for young ladies be provided in the annex of the West Dormitory and that a separate building be erected to contain the men's gymnasium, with lockers and running track. Dr. J. Pressley Barrett, another staunch friend of the Elon idea, moved that the men's building be constructed with view to dormitory purposes as well as for a gymnasium. The Board of Trustees voted unanimously to put both these motions into effect, and appointed a building committee, with full powers to act, consisting of the President of the College, Dr. W. W. Staley, and Brother K. B. Johnson. That Committee's work is the handsome structure which is the frontispiece of this Bulletin.

How the Building Was Named

The money to erect the building and furnish it, $26,600, was readily furnished by interested friends, whose confidence in the future of the College is thereby abundantly established and for which the institution's grateful acknowledgment is herewith recorded. The Board of Trustees saw the need of the building, and believed the Lord would provide the way to pay for it. The year 1912-1913 rolled around. The annual catalogue was published in February, and a name had to be selected. The Faculty could think of none more appropriate than North Dormitory, since all the other buildings are named from their location with reference to the Administration Building. This building is situated north of this building, between it and the East Dormitory—hence the original name. But a college faculty are not always prophets. They were not able to foresee what the Alumni Association would do in its annual session, for their action made the appropriate name they had given the building highly inappropriate.

The Class of 1913 Acts

The Class of 1913 permitted the President of the College to announce at the Class Day Exercises on the evening of May the 31st that they had instituted a custom, which they hoped every class following would perpetuate with unbroken unanimity, in each subscribing $100, payable in ten equal installments as to principal, with interest at six per cent., making a total subscription with interest of $133, to be known as The Alumni Association Fund, and to be used in such manner as the

Alumni Association and the Board of Trustees of the College should direct. But even this devoted band of Alma Mater's youngest children could not foresee the consequence of their generous beginning, nor predict the resultant of spiritual forces evidently at work in the hearts of all the sons and daughters of the College.

The Alumni Association Meets

On June 3 the Alumni Association held its annual business session. In previous years these sessions had been held in the Y. M. C. A. This year the president of the Association asked that it be held in the Gymnasium Room of the North Dormitory. The request was readily granted and temporary seats provided. Nearly every class was represented, many of the classes having several representatives. There was but one sentiment in every heart—that the hour had struck for the Alumni to follow the lead of the youngest class and undertake some worthy thing for Alma Mater, and what could be more appropriate than that they should undertake to pay for the handsome structure in which they were then assembled. What followed could not be styled a debate, because a debate has two sides, and the discussion of this question took the form of a harmonious chorus, every voice favoring the proposition. In the midst of the concordant, jubilant discussion Rev. W. T. Walters introduced the following resolution, which was unanimously adopted:

Alumni Association Resolution

"Whereas, the Alumni Association has not done anything of a permanent character for our Alma Mater, beyond providing the Alumni Scholarship for the Junior Class:

"And, whereas, we feel that the Association, containing as it does more than two hundred members, is now in position to undertake a permanent work for the College:

"And, whereas, we feel that at this time the College needs that funds be provided to pay for the new Gymnasium and North Dormitory:

"And, whereas, the Alumni of other institutions no more loyal nor able than we are, have undertaken and are undertaking large things for their respective Colleges:

"Therefore, be it resolved that the Alumni Association in regular business session commit itself to the task of raising the money to pay for this building and equipment, provided it meet the approval of the Board of Trustees and suggest to them that it be known as the Alumni Building.

"In order to make this resolution effective, we recommend the appointment of a committee of three who shall, acting with a like committee to be appointed by the Board of Trustees, appoint one member of each class to take active steps that each member of his class shall contribute to this purpose, and that this joint committee shall have power to make arrangements to carry out the intent of this resolution, and be a permanent committee till the money is raised.

"We further recommend that the Association use in the subscribing of this fund the blanks published for the Alumni Association Fund instituted by the Class of 1913, and that the money they have raised under this head be used for the purpose of paying for this building.

"We also call upon those who spent two or three years here in study, but did not graduate, feeling that they, too, are loyal to their Alma Mater and anxious to help her at this time, because thoroughly imbued with her spirit, and request them to help us in the raising of this fund for this noble purpose." The Alumni Association appointed as members of the Joint Committee provided in their resolution Rev. W. T. Walters, D. R. Fonville, Esq., and Rev. A. T. Banks. This Committee, on the night of the same day, broke the glad tidings of their action to the Board of Trustees, who were then in session, and they gratefully, joyfully, hilariously acquiesced in the plan, appointing as their representatives on the Joint Committee the President of the College, Dr. R. M. Morrow, and Dr. P. H. Fleming. They also unanimously voted with a shout that the building should henceforth be known as *"The Alumni Building."*

The Board of Trustees Acquiesces

The Joint Committee Meets

On June the 4th, Commencement Day, Dr. P. H. Fleming, Secretary of the Board of Trustees, made public the generous undertaking of the Alumni, which announcement was greeted with thunderous applause, as ushering in a new day for the College, a day in which its Alumni were not only numerous enough, but loyal and devoted enough to make of their Alma Mater whatever they should elect. That afternoon the Joint Committee met at 4:00 p. m. in the President's Office and outlined the plan for raising the money to pay for the building now called by a new name in their honor, for they were determined, and their fellow Alumni are also determined with them, that it should not be an honor without just reason, and that reason was to be the realization of the Association's resolution touching the paying for the building. The Joint Committee organized by electing Rev. W. T. Walters President and the President of the College Secretary. The Secretary was asked to prepare a Bulletin for distribution among the Alumni and to communicate with those appointed as class captains and secure their acceptances and their subscriptions. It was decided to delay the active campaign till the beginning of the year 1914, but then to push it with all vigor so as to finish it up before the next Commencement.

The Class Captains

Class captains were appointed in accordance with the Association's resolution for each class. The duties of these captains are by correspondence or visitation, or both, to secure the subscription of every living member of their respective classes, so that no class will be without its seat of honor for unbroken participation in the movement. They have accepted the duty assigned to them with that joyful spirit which is so characteristic of everything the Alumni undertake for the College, and each of them is confident that success will crown his or her efforts. The list of captains is as follows:

Name and Address	Class
Rev. C. C. Peel, Elon College, N. C.	1891
Mrs. J. M. Cook, Cardenas, N. C.	1892
Mrs. W. P. Lawrence, Elon College, N. C.	1893
Dr. W. P. Lawrence, Elon College, N. C.	1894
Mrs. J. O. Atkinson, Elon College, N. C.	1895
H. C. Simpson, Greensboro, N. C.	1896
Mrs. J. B. Stephenson, Severn, N. C.	1897
Dr. I. W. Johnson, Suffolk, Va.	1898
Mrs. H. L. Trotman, Churchland, Va.	1899
Dr. C. H. Rowland, Franklin, Va.	1900
Mrs. J. K. Ruebush, Dayton, Va.	1901
Miss Annie Staley, Franklinton, N. C.	1902
Prof. R. C. Cox, King's Mountain, N. C.	1903
Dr. C. M. Walters, Union Ridge, N. C.	1904
J. Adolph Long, Esq., Graham, N. C.	1905
Mrs. R. J. Kernodle, Durham, N. C.	1906
Prof. A. Lucius Lincoln, Richmond, Va.	1907
C. C. Howell, Esq., Branford, Fla.	1908
Miss J. Maud Pritchard, Waverly, Va.	1909
Prof. Alonzo C. Hall, Columbus, Ga.	1910
M. W. McPherson, Burlington, N. C.	1911
Rev. J. Lee Johnson, Cardenas, N. C.	1912
Prof. A. L. Hook, Elon College, N. C.	1913

The Old Students Have a Part

The resolution of the Alumni Association quoted above is noteworthy also by reason of its last paragraph, which we find reading thus: "We also call upon those who spent two or three years here in study, but did not graduate, feeling that they, too, are loyal to their Alma Mater and anxious to help her at this time, because thoroughly imbued with her spirit, and request them to help us in the raising of this fund for this noble purpose."

The Association also provided that all former students, not graduates, who subscribe to the Alumni Association Building Fund, shall become life-members of the Alumni Association and be entitled to vote, hold office, attend the banquets, and share equally with the graduates in the Association work, and the administrative authorities of the College have decided to print the names of all such in a specially designed place in the catalogue. These decisions are in keeping with the practice of all modern Colleges, which are just as proud of the successes and achievements of their "old guard" as of their regular graduates. President D. R. Fonville, of the Alumni Association, has decided that the "old guard" should have representation on the Joint Committee, because many of them have signified their intention to come to the needs of Alma Mater at this time, and has appointed the following to serve in this capacity: Rev. B. F. Black, Mr. Alton T. West, and Miss Annie Watson.

A Bit of History

The deep, abiding devotion of the "old guard" to Alma Mater has its roots away back in January, 1902. In that year "The Old Students' Association of Elon College" was organized. Its motto was one that every one who has ever studied at this hallowed place could readily endorse: "Loyalty to our Alma Mater." The following officers were elected: Rev. B. F. Black, President; Dr. E. A. Crawford, Vice President; Mrs. W. C. Hammer, Recording Secretary; C. D. West, Corresponding Secretary; and Mrs. J. E. Corbitt, Treasurer. The special work undertaken by the organization was to build up a great and efficient museum for the College, a beginning for which Rev. B. F. Black had already made. Later Brother Black spent two weeks here and put the museum in a very satisfactory condition. It now needs his master touch again, and he has promised it shortly. But the finest thing about this organization was the spirit that prompted and animated it. That spirit now has an opportunity to display its genuineness, and there is no doubt but that it will be displayed in generous responses to the challenge of the hour. "Loyalty to our Alma Mater," vital through the intervening years, will now become the slogan of a mighty campaign to show itself in practical form, in the brick and mortar of the handsome structure appreciatively styled "The Alumni Building."

The Building Itself

The Alumni Building is a four-story brick structure, 125 feet long and 65 feet wide, with offsets at either end to give it an imposing appearance architecturally. It contains, on its first or basement floor, locker room, shower bath and toilet room, chemical laboratory, biological laboratory, chemical store-room, vault for the College valuables, and three large storage rooms. Its second floor contains the magnificent gymnasium room, one of the largest polished maple floors in the South, equipped with all modern gymnastic appliances, a room for the Director of the Gymnasium, a room for the College Athletic Director, a store room for gymnastic appliances, and a practice room for the College Band. Its third floor contains the inclined running track and twenty-two double dormitory rooms. The fourth floor contains two large storage rooms and twenty-two double dormitory rooms. The gymnasium room and running track are beautifully lighted by eight large sky-lights in the roof, from which the entire interior construction of the building is swung, so as to obviate the necessity of pillars in the gymnasium room proper. The building is supplied with electric lights, steam heat, sanitary drinking fountains and lavatories on every floor, slate shower baths with non-scalding valves, and every modern device for comfort and convenience for sewer connections known to the plumber's art. The dormitory rooms are beautifully furnished with single white iron beds, with felt mattress, bureau, table of polished oak with a drawer on either side, rockers, wardrobe, shades for the windows, and wall book-case. The furniture for each room cost $50. This is the building which the Alumni

have wished to be honored with their name and for it they are now engaged in raising money to cover its cost—$26,600.

CLASS OF.....

Principal, $100.00
Interest, . 33.00
Total, $133.00

No....

Date .....*19*...

Name .....

Address .....

.....

1st Coupon.....

2nd Coupon.....

3rd Coupon.....

4th Coupon.....

5th Coupon.....

6th Coupon.....

7th Coupon.....

8th Coupon.....

9th Coupon.....

10th Coupon.....

$.....

No.....

ALUMNI ASSOCIATION FUND

In consideration of the fact that others are giving for this purpose, I hereby promise to pay "BOARD OF TRUSTEES OF ELON COLLEGE" the sum of ONE HUNDRED DOLLARS in ten annual installments as per attached coupons, bearing same date and number with this subscription, same to be known as the Elon College Alumni Association Fund, and to be applied as the Alumni Association and the Board of Trustees shall agree for the benefit of our Alma Mater, with interest at six per cent. per annum.

.....19... .. ..Class of.....

COUPON NO. 10

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . .60
Total, $10.60
Date ..... 19...
Signed.....

COUPON NO. 9

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 1.20
Total, $11.20
Date ..... 19...
Signed.....

COUPON NO. 8

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 1.80
Total, $11.80
Date ..... 19...
Signed.....

COUPON NO. 7

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 2.40
Total, $12.40
Date ..... 19...
Signed.....

COUPON NO. 6

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 3.00
Total, $13.00
Date ..... 19...
Signed.....

COUPON NO. 5

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 3.60
Total, $13.60
Date ..... 19...
Signed.....

COUPON NO. 4

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 4.20
Total, $14.20
Date ..... 19...
Signed.....

COUPON NO. 3

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 4.80
Total, $14.80
Date ..... 19...
Signed.....

COUPON NO. 2

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 5.40
Total, $15.40
Date ..... 19...
Signed.....

COUPON NO. 1

No.....
On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:
Principal, $10.00
Interest, . 6.00
Total, $16.00
Date ..... 19...
Signed.....

PLAN OF THE CAMPAIGN.

The Subscription Blanks to Be Used

On the opposite page is printed a fac-simile reproduction of the Alumni Association Fund blank, prepared for the subscriptions of the Class of 1913 made before the decision by the Association was entered into to pay for the building and which the class hoped would be the beginning of a perpetual custom with every succeeding class. The money to be raised by this method was to be used in such manner "as the Alumni Association and the Board of Trustees shall agree for the benefit of our Alma Mater." As has already been said, it has been agreed to use this money and all the rest subscribed in this campaign as a fund to pay for the Alumni Building. The resolution of the Alumni Association recommended the use of these blanks in this campaign in the following language: "We further recommend that the Association use in the subscribing of this fund the blanks published for the Alumni Association Fund instituted by the Class of 1913, and that the money they have raised under this head be used for the purpose of paying for this building." On the face of these blanks in red the Joint Committee has had added these words: "To be used only to pay for the principal of the cost of the Alumni Building, the College arranging for the interest from other sources," so that they now resemble the form on a succeeding page.*

*Opposite Page 16.

Terms and Explanations--- Read Carefully

Note that the subscriptions fall due April the first each year. It was thought that this month would suit every one perhaps as well as any other, and it will make the collection of the pledges a much simpler matter from the office standpoint. Of course, if anyone desires a different date, all he has to do is to change it to suit his own convenience. Should a subscriber decease, the subscription will be void. Should he go to a university or technical school for graduate study, the payments will be automatically advanced for as many years as such study shall continue. One hundred dollars in cash paid when the subscription is made will redeem the entire pledge, but the interest paid as well as the principal will be applied to the principal of the obligation. Not a penny of the fund can be used for any other purpose, and each year a detailed statement of the status of the same will be rendered to the Alumni Association and to the Board of Trustees. It is further agreed that at any time during the life of the subscription the coupons not due at that time may be redeemed without interest;— for example, suppose coupon number 4 is due April 1st, 1918, which is $14.20; if to this amount is added $10 for each of the other six coupons not yet due, or $60, making a total of $74.20, the entire subscription shall be paid in full by such remittance. The first payment can be placed in any year suiting best the convenience of the subscriber, but devoted loyalty to Alma Mater will dictate to generous hearts the propriety of making it come due just as early as possible. Those who have subscribed to the Special Fund will naturally make their first subscription fall

due April 1, 1917, since all payments on that fund are due to be paid not later than January 1, 1916. It is believed that the easy terms proposed for this campaign will cause the loyal Alumni to respond with a rare readiness to the call.

The Part of The Captains

Each captain is to do all in his or her power to secure the subscriptions of each classmate. The classes will be the unit for the Alumni and no class will wish itself to be outdone by the others. It ought, therefore, to be easy for these captains to secure prompt and ready acquiescence from each member of each class. The letters to be written by them will be such as their own judgment and devotion shall suggest to them as proper and the glory of their success will be theirs and that of their class. Every one of them has accepted this task as a privilege of service and the response of their fellow classmates will be equally as ready and generous. They will not be prohibited from taking subscriptions from former students, and no doubt many of them will interview such as are in their reach, but their prime duty is to reach for this campaign their own classmates.

The Joint Committee's Part

The Joint Committee is to be a permanent organization till the fund is raised and paid in. They are to superintend the campaign and suggest such measures as seem calculated to insure the speedy consummation of the campaign. They will also as individuals do all they can to secure subscriptions. Their joint work will be regularly

transacted through their secretary. The "old guard" members of this committee will do special work with those who did not finish, but who are just as thoroughly devoted to Alma Mater as the most loyal graduate.

Permanent Record of Subscribers

When the fund is all subscribed, the subscriptions will be bound in consecutive numerical order in a special maroon-colored leather volume, on the outside cover of which will be stamped in golden letters, thus combining the College colors—maroon and old gold—these words: "The Alumni Building Fund—List of Subscribers." This volume will be kept in the Bursar's safe till the subscriptions are all paid, and then it will be transferred to the vault of the building for which the fund was raised, there to remain a perpetual memorial to generous and loyal hearts. Let each one have his part in this gracious book!

CLASS OF.....

Principal, $100.00
Interest, . 33.00

Total, $133.00

No....

Date .....*19*...

Name .....

Address .....

.....

1st Coupon.....

2nd Coupon.....

3rd Coupon.....

4th Coupon.....

5th Coupon.....

6th Coupon.....

7th Coupon.....

8th Coupon.....

9th Coupon.....

10th Coupon.....

$.....

No.....

ALUMNI ASSOCIATION FUND

In consideration of the fact that others are giving for this purpose, I hereby promise to pay "BOARD OF TRUSTEES OF ELON COLLEGE" the sum of ONE HUNDRED DOLLARS in ten annual installments as per attached coupons, bearing same date and number with this subscription, same to be known as the Elon College Alumni Association Fund, and to be applied as the Alumni Association and the Board of Trustees shall agree for the benefit of our Alma Mater, with interest at six per cent. per annum.

.....19.... .....Class of.....

To be used only to pay for the principal of the cost of the Alumni Building, the College arranging for the interest from other sources

COUPON NO. 10

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . .60

Total, $10.60

Date ..... 19...

Signed.....

COUPON NO. 9

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 1.20

Total, $11.20

Date ..... 19...

Signed.....

COUPON NO. 8

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 1.80

Total, $11.80

Date ..... 19...

Signed.....

COUPON NO. 7

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 2.40

Total, $12.40

Date ..... 19...

Signed.....

COUPON NO. 6

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 3.00

Total, $13.00

Date ..... 19...

Signed.....

COUPON NO. 5

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 3.60

Total, $13.60

Date ..... 19...

Signed.....

COUPON NO. 4

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 4.20

Total, $14.20

Date ..... 19...

Signed.....

COUPON NO. 3

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 4.80

Total, $14.80

Date ..... 19...

Signed.....

COUPON NO. 2

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal, $10.00
Interest, . 5.40
Total, $15.40

Date ..... 19...

Signed.....

COUPON NO. 1

No.....

On Apr. 1, 19.., I agree to pay to Elon College, or order, on my subscription to the Alumni Association Fund, as follows:

Principal. $10.00
Interest, . 6.00

Total, $16.00

Date ..... 19...

Signed.....



RUNNING TRACK

Alumni Building, third floor, inclined at the ends. Fifteen laps makes a mile. Lighted by skylights in the roof

THE GUARANTORS OF THE FUND

No campaign has been made for subscribers to the fund. The Secretary of the Joint Committee was instructed to secure the acceptances of the captains, and their subscriptions as guarantors, preparatory to the issuing of this Bulletin to be used in the campaign. He was not denied the privilege of giving to the few he happened to find in his travels, when he and they were not otherwise engaged, the opportunity of becoming guarantors along with the captains. With a beautiful spirit they have entered into the joy of this service, and their names are herewith given as evidence that the success of the movement is assured. Their names and the names of all others who shall hereafter have part in this great undertaking will appear in the special Alumni Bulletin to be issued as soon as the fund is completed. This will be a beautiful illustrated issue and a worthy memorial for the library of every devoted subscriber.

The list of guarantors taken by the Secretary of the Joint Committee before the campaign began is as follows:

*GAURANTORS

Number and Name	Class
1. Miss Nellie Sue Fleming	1913
2. Miss Pearle Fogleman	1913
3. Miss Pearl Tuck	1913
4. Miss Virgie Beale	1913
5. Miss Janie Lee Beale	1913
6. Prof. A. L. Hook	1913
7. Prof. C. T. Rand	1913
8. W. Staley Wicker	1913
9. Rev. B. J. Earp	1913
10. Miss Pearl M. Jones	1913

11. Miss Viola E. Frazier 1913
12. Rev. A. T. Banks 1913
13. Prof. I. J. Kellum 1913
14. Rev. W. T. Walters 1903
15. Rev. J. Lee Johnson 1912
16. Mrs. W. P. Lawrence 1893
17. Dr. W. P. Lawrence 1894
18. T. L. Riddle ..... "Old Guard"
19. Rev. L. I. Cox ..... "Old Guard"
20. Rev. C. E. Newman 1899
21. Mrs. W. A. Harper 1899
22. W. A. Harper 1899
23. Prof. J. J. Lincoln 1904
24. Rev. B. F. Black ..... "Old Guard"
25. Rev. S. C. Harrell 1909
26. Mrs. J. B. Stephenson 1897
27. E. A. Clements ..... "Old Guard"
28. Dr. C. H. Rowland 1900
29. Mrs. J. K. Ruebush 1901
30. Miss Annie Staley 1902
31. Prof. R. C. Cox 1903
32. Dr. C. M. Walters 1904
33. M. T. Whitley ..... "Old Guard"
34. Dr. J. W. Harrell 1895
35. Prof. A. Lucius Lincoln 1907
36. C. C. Howell, Esq. 1908
37. Joe E. Holland ..... "Old Guard"
38. W. H. Norfleet ..... "Old Guard"
39. Rev. W. D. Harward 1896
40. C. R. Hinton ..... "Old Guard"
41. W. W. Elder 1910
42. D. R. Fonville, Esq. 1904
43. H. H. Holland ..... "Old Guard"
44. D. I. Langston ..... "Old Guard"
45. W. M. Haskins ..... "Old Guard"
46. Rev. Herbert Scholz 1891
47. Rev. D. P. Barrett 1899
48. J. Byrd Ellington ..... "Old Guard"
49. H. A. Moffitt ..... "Old Guard"
50. Mrs. R. J. Kernodle 1906
51. Prof. H. M. Loy 1907
52. Rev. J. C. Stuart 1912
53. Vitus R. Holt ..... "Old Guard"

54. Dr. N. G. Newman 1891
55. Prof. O. W. Johnson 1904
56. W. Levi Anderson 1912
57. Alton T. West .....''Old Guard''
58. Mrs. M. Alice Johnson .....''Old Guard''
59. Miss Annie Watson .....''Old Guard''
60. Dr. W. C. Wicker 1893
61. Rev. C. C. Peel 1891
62. Mrs. J. O. Atkinson 1895
63. H. C. Simpson 1896
64. Dr. I. W. Johnson 1898
65. J. R. McCauley .....''Old Guard''
66. Prof. N. F. Brannock 1899
67. Mrs. N. F. Brannock 1898
68. Mrs. H. L. Trotman 1899
69. J. Adolph Long 1905
70. Mrs. R. J. Kernodle 1906
71. Miss J. Maud Pritchard 1909
72. Prof. J. Willis Barney 1910
73. Mrs. Alonzo C. Hall 1910
74. Prof. Alonzo C. Hall 1910
75. Prof. Russell A. Campbell 1911
76. Prof. R. L. Walker 1911
77. Rev. W. L. Wells 1911
78. Miss Lila C. Newman 1911
79. M. W. McPherson 1911
80. Miss Lois Baird Davidson 1912
81. Prof. E. L. Daughtry 1912
82. D. L. Boone .....''Old Guard''
83. Rev. J. O. Cox 1904

*It will be noticed that the Classes of 1891 and 1913, the oldest and youngest of the roster, have every member of their roll in this list of guarantors. Attention is also called to the fact that every local Alumnus, of whatever class, has become a guarantor, showing that those at the College are ever ready, though poorly remunerated for their services, to sacrifice to do their part. This should certainly inspire all intervening classes, and the ''Old Guard,'' as Rev. B. F. Black, one of them, affectionately styles them, to do full and devoted duty. It looks as if the captains will have an easy task, or rather, a pleasant joy, in performing their duty.

WHAT SOME OF THESE GUARANTORS HAVE SAID

A great many of the guarantors have, in sending in their subscriptions, felt constrained to write encouraging words for the movement, and while all cannot be printed, it would not be other than right to give a few choice excerpts for the edification of others and the prospering of the cause.

From the Chairman of the Joint Committee

The whole South is rejoicing over the splendid opening of Elon College. The President is delighted, the Faculty happy, and the Trustees glad. But among those who are rejoicing, none are more interested or happier over the success of the institution than her loyal and devoted Alumni.

Whether on hill or plain; in the busy rush of city life or quiet retreat of the countryside, the feeling is the same. It is joy, and in the midst of our busy routine of duties, we pause to breathe a prayer of thankfulness to God, for Elon College and for the faithful, devoted, sacrificing men who are bearing the burden of the work and carrying it forward to such unlooked-for heights of success. "A tree is known by its fruits," and a College will eventually be known, not by the size or beauty of its catalog or the advertising space it occupies nor even by its magnificent buildings and splendid equipment, but by the men and women it gives to the world.

From its incipiency there has been an atmosphere associated with Elon College that has called forth the best there is in man, and while a few have failed to catch the vision, the majority of her Alumni have gone forth imbued with that spirit and their lives are living witnesses of the high standard of manhood and womanhood taught at their Alma Mater.

To these is due a part of the credit for the present success; more is due to the untiring efforts and the loyal and active co-operation of the faithful faculty.

Well may the Alumni Association rejoice that it had the privilege of donating a building to such a worthy institution, and well may every member be glad that he has an opportunity of making a contribution to it. The $26,600 necessary to pay for the Alumni Building can easily be raised by the Association. We are prouder of our Alma Mater than ever before, and we shall vie with each other in the pleasure of making an offering for its support and in exerting our influence, in our various fields, to increase its patronage.

W. T. WALTERS.

Winchester, Va.

From the President of the Alumni Association

The Alumni Association of Elon College, at its regular meeting in June, 1913, undertook a work that is worthy of its membership. Those who have been the recipients of her educational gifts and are the better and stronger men and women for it, desire to repay in some measure their Alma Mater, and, in doing so, to leave a monument to testify of their gratitude and love.

The handsome building recently erected as a gymnasium and dormitory for young men is a structure that would do credit to any college or university. This is to be our building—the Alumni Building—and we are to pay for it—$26,600.00. It was felt that many former students of Elon College who, for various reasons, did not graduate, would like to have a part in the raising of this fund. And so they are to be given the privilege, making this fund the free-will offering of those who have been nourished and strengthened by her.

The plan adopted is to have subscriptions of $100 payable in ten annual installments, bearing interest at six per cent. per annum. It is also provided in the plan that all those who have subscribed to the Elon College Special Fund may have those payments out of the way before the payments on this fund begin to mature.

Elon's progress has been most gratifying. Her need of this new building was urgent. The need of the money with which to pay for it is more urgent. And every Alumnus and old student of the College is respectfully requested and urged to help and to have a share in the pride of its accomplishment.

Yours very truly,

Burlington, N. C. DeROY R. FONVILLE.

From Trustee K. B. Johnson

It seems to me that the Alumni and old students of Elon College have a rare opportunity to do their Alma Mater a great favor by taking part cheerfully in the effort to raise the $26,600 necessary to pay for the Alumni Building. It would be my pleasure as a member of the Board of Trustees to subscribe to this fund, but unfortunately I am denied this pleasure. I was never permitted to attend Elon College nor any other College, and so I am denied this privilege. I did, however, have the opportunity to help build Elon College, and it is one of the best investments I ever made. The little I was enabled to do then and have been permitted to do since for our College has been a source of genuine pleasure to me, because I have seen the good it has done and is destined to do, and as I have said, it would be a genuine joy to me to be one of the fortunate ones in this campaign. However, I am glad that I can be represented in it by my wife, who was an Elon student and who is proud to be given this privilege.

The public at large did a handsome thing a few years ago in raising the $50,000 Special Fund. If the Alumni and old students will do their part now, they being the direct recipients of the excellent things provided at Elon by the sacrifices of her many friends, those friends will, I am sure, in a later time of need come to the rescue and do yet larger things than have been dreamed of for our beloved institution.

I do hope that the Alumni and old students will rise to the demands of this great occasion and acquit themselves like the men and women they are esteemed to be.

K. B. JOHNSON.

Cardenas, N. C.

From Rev. B. F. Black, One of the "Old Guard," and a Member of the Joint Committee

I just want to thank you for the opportunity of contributing a little to my Alma Mater (is that the way to spell it?) and I trust that every one of the "old guard" will answer roll-call in this worthy campaign.

I am grateful for what the College did for me and, if I had a great audience of Elon's former students before me, I would win their support in the speech they would inspire

me to make, but when I try to spell out what I feel in this way I am all in—incomprehensible, I mean.

Eleven years and more ago we began an old students' organization, but it spent its "sweetness on the desert air" (pardon this eloquence, but I just can't keep from quoting Shakespeare, you know) and came to a speedy end with its maidenly blush upon its infant's cheek. (Surely that's not a mixed metaphor, is it?)

It seems to me, however, that the present plan of taking all the "old guard" into the Alumni Association, provided they subscribe, is a fine idea, and I know it will give permanency to the old students' organization. I know of no cause more commendable than this, and I am with you for this and also for the Museum. B. F. BLACK.

Holland, Va.

From a Member of the Class of 1913 and of the Joint Committee

I believe the day of usefulness of Elon College has just begun to dawn in its fullness. Her equipment and curriculum have already passed what the most daring intellect and the most penetrating imagination would have prophesied a decade ago. We rejoice with her in this prosperity. But rejoicing does not in itself make a college, nor do good wishes and sympathy furnish it with all the necessities. It takes financial backing.

In May, 1913, the Class of 1913, just before graduation, set the pace by each member pledging $100.00 to be used in such manner as the Board of Trustees and the Alumni Association might decide, hoping that it would be the nucleus of a fund to pay for the North Dormitory. On June 3, 1913, the Association adopted the necessary resolution, voting to use the blanks instituted by our class, and the building is known as the Alumni Building.

I believe there can be found nowhere a more loyal Alumni than those of Elon College. They have always stood by their Alma Mater, and will always stand by her. We love her. Fellow Alumni and old students, here is an opportunity of a life time to make the name of our Alma Mater immortal and to share in her glory. She has broadened our vision, enriched our lives, and equipped us for usefulness. She has

done what she could for us. Have we done all we can for her? Come, let us give together, one and all, all we can. "Just do your best." A. T. BANKS.

Henderson, N. C.

From a Member of the Class of 1907

I am in receipt of your letter containing blank for a donation to be known as the Alumni Association Fund, and I assure you that it is a genuine pleasure to me to have this opportunity to do something substantial for the college.

I have read with pleasure your little booklet entitled "College Patriotism," and I trust that every Alumnus and former student of the college will read it and reflect upon it. This should awaken us all to a sense of our duty to the institution to which we are indebted for our "intellectual birth."

We should not look upon this donation as something that we simply owe to the college. Most of us paid the price, so far as the financial end of it is concerned, but if a college has done anything for us it has helped us to become better citizens, and as we become better citizens, we are more fully impressed of our duty to our fellowman, and to the State in which we live.

No one doubts that Elon College is a potent factor for good in this good old State of ours; but what she has done is a matter of nothing when compared to what she will do in the years to come when each and every Alumnus shows his loyalty to the College by responding to every call made upon him by the College, even though it requires some sacrifices on his part.

Now, let us all in this time of great need and in this first call made upon us by our Alma Mater respond willingly and cheerfully. H. M. LOY.

Jacksonville, N. C.

From Professor R. C. Cox

Your letter with enclosures to hand. Yes, I shall be glad to perform the task for the College which you ask, and to have you give me directions and the outline plans for doing the work.

I return herewith the coupons signed. I think this is a great movement on the part of the Alumni, and I am sure I am only too glad to add my little contribution of money and influence to swell the stream.

I am setting aside one-tenth of my salary this year in a special bank account, which I propose to give to Church and educational purposes. I am delighted to know of Elon's continued growth and prosperity. R. C. COX.

King's Mountain, N. C.

From the State High School Inspector of Virginia

I most cheerfully enclose my subscription to the Alumni Association Fund. I heartily approve of the action of the Association in assuming this obligation. I think that the plan as outlined affords us who are just beginning to make our way in the world a most excellent opportunity for returning in a small way to our Alma Mater a tribute of loyalty and love.

I shall do my best to fulfill my duties as captain of the class of 1907. A. LUCIUS LINCOLN.

Richmond, Va.

From Attorney C. C. Howell, Captain of the Class of 1908

I read, with interest, of the action taken by the Alumni Association, and, with pardonable pride, of the part that it was desired I should take in this matter. In view of what you have already said in your letters and in the pamphlet on College Patriotism accompanying it, I feel that there is very little, or nothing, that I could add upon the fealty and devotion of her children to Alma Mater. I do, however, gladly, endorse all the sentiments expressed by you, and it is my privilege and good fortune to write this letter of acceptance of the honor that has been awarded me.

C. C. HOWELL.

Branford, Fla.

From Alonzo C. Hall, Columbus, Ga., City Schools

I take pleasure in assuming the duty you ask me to assume, and I am sure my class, the progressive class, the **all-round-good** class, the class of 1910, will do its part in this Alumni expression of faithfulness and gratitude to Elon College. Mrs. Hall and I will both do our part.

ALONZO C. HALL.

Columbus, Ga.

Excerpts from a Few Others

Some of the letters are so personal that they can not be published. From some of these excerpts are made, excerpts that fairly bristle in all those not excerpted.

"I love Elon dearly and shall be glad to accept the honor conferred on me."

"I think you could find a far better captain, but I cannot refuse an obligation imposed for Alma Mater's good."

"I greatly appreciate this honor that the Joint Committee has seen fit to bestow upon me, and wish to assure you of my willingness to aid the College in this and any other way that I can. My heart is made glad with every improvement that I see and hear of and it is my belief that our institution will continue to grow."

"**I shall be glad** to do this for the College, although I am kept very busy with my work. I'll find the time or take it."

"Pardon my delay. As soon as I received your kind letter I wanted to accept your offer to serve as class captain in the great movement for the Alumni Building, but obligations are already so heavy upon us that for a little while I didn't see my way clear. I don't know that I see clearly now, but love for Alma Mater and faith in a kind Providence prompt me to go ahead. I know He will help me pay it, because I am sure it is His will that our Alma Mater go forward. I accept the Captaincy gladly, and enclose my subscription. God bless Elon."

WHY ALUMNI LOVE ALMA MATER

When President E. L. Moffitt, Elon's third President, was inaugurated formally in May, 1906, her present president was asked to make a few remarks on behalf of the Alumni Association of the College. In that address the speaker undertook to set forth reasons why he felt grateful to Alma Mater, reasons which he also knew welled up in the hearts of his fellow-Alumni. He ventured also to declare that the Alumni were awaiting the opportunity to raise an endowment for the College. Their devoted loyalty he knew, but he was not prophet enough to foresee that they would first undertake to pay for a fine gymnasium and dormitory for men. He was correct in his confidence in their willingness to do and that ere long they would prove it in most substantial fashion.

Since this address has not been published in the College records as yet, it has been suggested that it be given in full here and the suggestion is readily complied with, hoping that all who read will feel pulsing in their own hearts emotions and sentiments parallel to those described herein. The address follows:

"From the awkward, shambling, diffident Freshman to the graceful, stately, confident Alumnus, in the short space of four years, is experienced a change unmatched, unparalleled by any other portion of the terrestrial pilgrimage of man. The world of the Freshman, the world of the Alumnus,—are they the same world? Yes and No. To the general mass of mankind, Yes. To the Alumnus himself, No. To him the world is a new world, peopled with new creatures, stirred by new ambitions, charmed by new hopes, aiming at dizzier heights, actuated by loftier

ideals. Could his imagination, the day he entered College, have pictured to him the wonderful transformation, the new birth, that was so shortly to make the world over again for him, he would have denied the possibility of the thing as the veriest dream of the veriest dreamer. He could not have believed it so. And yet, now that four short years are past, this unbelievable dream is most real fact. And not for the full graduate only is this change a reality; it is equally in proportion an experience of all who ever enjoy the rare privilege of College life and association, even though of short duration.

"In this most wonder transformation—and wonderful is not too strong a word—in this wonderfully wonderful transformation, coming into his life as the blush comes into the bosom of the rose, all departments of the College have figured. The Mathematical Department has taught him exactness, carefulness, and proportion. The English Department has introduced him to men and women actuated by and incarnations of the passions and impulses that, surging through his heart, force him to noble act and high endeavor. Latin and Greek have introduced him to civilizations and cultures not his own, giving him breadth of perspective and substituting for the narrowness of his provincialism the liberality and the world-wide sympathy of cosmopolitanism. History has brought him to realize that the life of nations is conditioned on the moral life of their peoples. As he has read the charming pages of history and perused the words that record the rise, the budding glory, and the decay and crumble of previous civilizations, the impression has dawned in his soul that as nations seek righteousness and pursue it, they have progressed and prospered, and that when they have



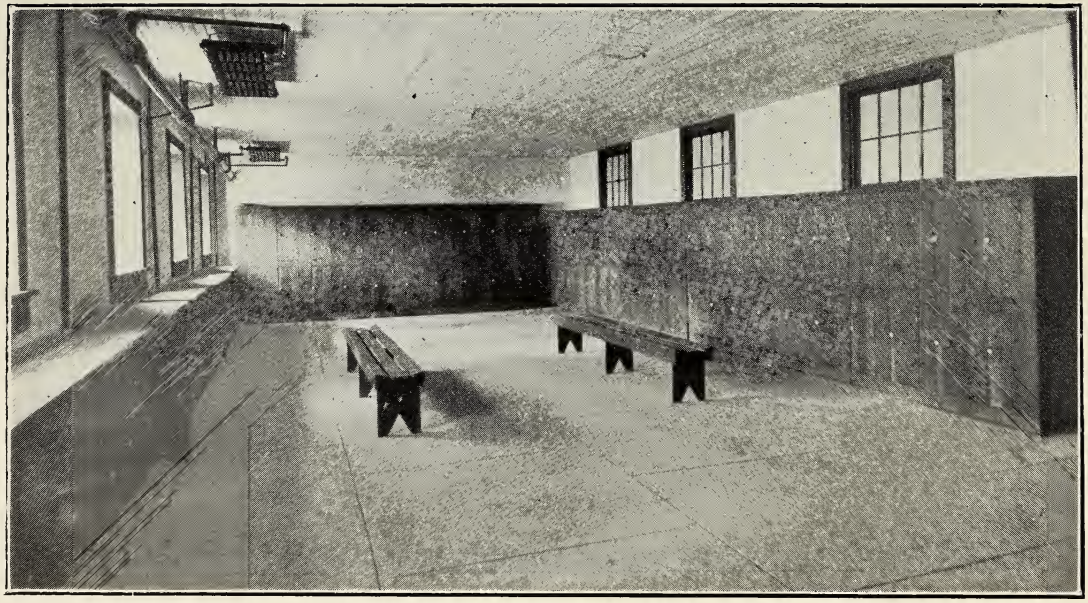
THE GYMNASIUM ROOM

Alumni Building, second floor. Floor of hard Michigan Maple, 100 x 65 feet, one of the largest in the South. Every modern gymnastic appliance is installed here, with sanitary drinking fountains and cuspidors at either end. This is the one addition to the College plant necessary to make it thoroughly modern and has been given by those who lacked such advantages, but joyously wish others to have them—the spirit of Christ this!



THE ROWING MACHINE

Alumni Building. In this room, adjoining the gymnasium room proper, are kept the rowing machine, the dumb bells, wands, Indian clubs and other apparatus of similar character.



LOCKER ROOM

Alumni Building, first floor. One hundred and seventeen individual lockers. The shower baths are just across the hall.



CHEMICAL LABORATORY

On the first floor of the Alumni Building. Equipped after the John Hopkins laboratories. Lighted by both gas and electricity, with individual sinks, hot and cold water for every sink, individual lockers, hoods for gaseous experiments and every modern chemical convenience.

failed to do these things, they have mouldered and decayed. Science of the social branch, so intimately related as it is to history, has fitted him to understand the animal and political relations of man as he could never have understood before. Science of the natural branch has developed his perceptive powers and made the hackneyed phrase, 'the nature of things,' a reality and a comfort to his soul. Mystery, dispelled by Science, has passed out of nature and a sacred joy enters his soul as often as he contemplates the heavens, the handiwork of God, and the earth, His footstool. And Philosophy has brought to him an understanding of his mental life and an appreciation of the greatness and the majesty of his position in the scale of created things. But above all and beyond all and more far-reaching than they all is his clear conception of Deity and of things divine for which his education has been the efficient cause.

"This wonderful transformation of himself, for the change is one of attitude and self-development, kindles in the heart of the educated man a spirit of appreciative and reverent gratitude. This gratitude first of all is to his teachers, one by one, according as he has seen in them loftiness of motive and consecration of purpose and devotion to duty and loving concern in his individual development. But in the second place this gratitude goes out to the College *per se,* without which he could never have felt the fostering care of his teachers' strong hearts and cultured minds. And as the son loves his mother, so the Alumnus loves his College, his foster mother, his Alma Mater. Show me a men in whose breast high passions of love and gratitude do not stir at the mention of the sacred relation and name of Mother, and I will show you a man, a curse to himself, his

family, his State, and his Maker. Show me an Alumnus who does not at all times and under all circumstances have gratitude towards and veneration for his Alma Mater, and I will show you a bundle of selfishness which the world had better be without, a man not suited to friendship, not worthy of confidence, not to be trusted with things small or with things great, such a man as will not be remembered beyond his day and generation. Webster's fame is not due to his masterly defense of Dartmouth College before the United States Supreme Court. But unless he had felt the gratitude to the small New Hampshire College which breathes out in every word of that immortal speech, he could never have been a great man.

"Nor is the spirit of gratitude for the transformation of his life the only sentiment that binds the Alumnus to his Alma Mater. Equally strong is the consciousness of the fact that he has received more than his money's worth. He knows that $200, four years' tuition, is no adequate compensation for the goods delivered to him over the intellectual counter of the College Clearance House. He knows that the salaries of his teachers were not paid by tuition rates, else they would have starved or been seriously crippled in the performance of their duties. He knows that the tuition income of educational institutions plus the interest on their endowment funds is not sufficient in many instances, notably so in the largest and richest universities of the world, to meet their current expenses. He sees that the College is itself an object of charity and that at the same time it was charitable to him. Had she charged him sufficient to pay her running expenses, and surely he could not have objected to that, his education would

never have been his. To save him, that is, to educate him, she ran the gauntlet of bankruptcy and was tided over by other loyal sons. He instinctively feels that it is his duty now, when she is bearing the burden of educating others, to contribute to her assistance.

"These two motives, gratitude on the one hand for the transformation the College wrought in their life, and on the other hand for the gift of far more than they paid for, working in the hearts of College men and awakening their consciences, have given rise to handsome endowments of our Colleges in this day and generation. And what destination of wealth can be more humanitarian than that of the endowment of Colleges, leaving these conservators of our liberties free from the necessity of catering to public prejudice and scheming partisanship to perpetuate their noble work? As it is the duty of sons to care for aged parents, who in their life's morning cared for and nourished them, so it is the duty of Alumni to care for their Alma Mater, who has made possible for them by heroic sacrifice the largeness of life and the magnitude of vision which is theirs to enjoy. Are they wealthy? She made wealth possible to them. Is she in need? They should succor her. College men should give munificent gifts to their Alma Mater, not because they think she needs them, but because she deserves them, and in giving they are rendering what is justly due and in their hearts should say:

"I will not try with useless words
To glorify this gift of mine.
It were a hopeless task to prove
The homely offering fit or fine.
The truth is simply told: these sheaves
Are all I have: I make them thine.

"But when I sought the harvest field,
Thy careful love went forth with me,
Supplied the strength I lacked, and wrought,
Through the long hours, ungrudgingly;
Even this poor gift I cannot give:
I bring but what belongs to thee."

"Mr. President, the Alumni of this College are a loyal band of noble-hearted men and women. Their hearts are made to rejoice that their Alma Mater is still advancing, the Alma Mater they love. Sir, their hearts rejoice at what Drs. Long and Staley, your honored and worthy predecessors in office, did for this institution, and they rejoice that you are to carry forward into ever-widening circles and ever-expanding spheres of influence and usefulness the work of which their administrations were a propitious and auspicious beginning. Sir, we are glad to welcome you as President of Elon College, our Alma Mater, you who have served the cause of Christ and this College so long and so well. We pledge you our prayers and our earnest, loyal support. We assure you of our gratitude to this dear old College for what she did in transforming the world for us and for giving us more than we paid for. The sacrifices of our Alma Mater in our behalf make us grateful to her and to you as her official head, and we pledge ourselves to stand shoulder to shoulder with you in all you shall do for the upbuilding of our institution. Sir, the Alumni of Elon College will form your praetorian cohort in the coming years. We only await the opportunity to start an endowment for the College, as an evidence of our sonly appreciation of our Alma Mater and of our confidence in you and your administration."

CHRISTIAN STEWARDSHIP

Faith, temperance, love, obedience, patience, forgiveness—these and kindred Christian graces engage the thought and thrill the heart of the followers of Christ. And they are worthy themes for discourse and meditation—worthy ends to be sought and practiced. Any man who essays to life up his voice in regard to any such principle of the faith will receive sympathetic attention.

But what about giving? Is that not also a Christian grace? Paul makes it very plain in 2 Cor. 8:1-7, that giving is a Christian grace on a par with faith, utterance, knowledge—as we will glean from his own words to this effect: "Moreover, brethren, we make known to you the grace of God which hath been given in the churches of Macedonia; how that in much proof of affliction the abundance of their joy and their deep poverty abounded unto the riches of their liberality. For according to their power, I bear witness, yea, and beyond their power, *they gave* of their own accord, beseeching us with much entreaty in regard to this grace and the fellowship in the ministering to the saints: and *this,* not as we had hoped, but first they gave their own selves to the Lord, and to us through the will of God. Insomuch that we exhorted Titus, that as he had made a beginning before, so he would also complete in you this grace also. But as ye abound in everything, *in* faith, and utterance, and knowledge, and *in* all earnestness, and *in* your love to us, *see* that ye abound in this grace also." And if there were any doubt on the matter, the fact that the Bible speaks more than twice as often of giving as of faith and love

ought to settle the question forever. The Christian world needs to appreciate this fact.

I have known men who would pray for the *millennium* to come and yet would not pay a *mill* toward its coming. We must *pray,* but we must also *pay.* The most profitable *praying* for the progress of the kingdom is that which issues in personal *paying.* Alexander the coppersmith did Paul a great deal of harm and his logical, if not his lineal, descendants, have continued to this day to do great hurt to the enterprises of the Church and to retard the growth in spirit of the Master's followers. A recent offering in a large city church on Sunday contained more than 1,100 coppers, but these would have been displaced by mills were the government still coining them. And while the nickle-layitans have advanced a few steps in the spirit of the gospel, they too need to open their purses and to consecrate their *money* as well as their *hearts* to the Lord. *Purse-consecration* and *heart-consecration* go hand in hand. Religion that does not get into a man's pocket-book has not done its perfect work. Where the treasure is, there will the heart be also. How many are laying up treasures in heaven, where moth and rust do not corrupt, and where thieves do not break through and steal? Which will go further toward entitling a man to a dwelling-place in the mansion not made with hands, eternal in the heavens—charity or miserliness—money due Him given in His name or invested for personal gain in this world's goods?

Giving—the spirit of sacrifice—is the spirit of the gospel. It is as much a form of worship as is praying or singing or preaching. And if done in the spirit of worship, as an act of worship, it will bring as

much peace of mind and satisfaction of heart and spiritual joy in the inner man as will any other form of worship. We can worship God in our gifts as well as in our prayers, our songs, and our sermons. To give and groan is to lose the spiritual joy of giving —to be a real gift it must be cheerful and should be done with a smiling face and beaming heart. When we get to the point where we enter into giving in the spirit of the atonement, it will not be necessary to sing a song while we pitch in our pittances into the collection basket to extend the borders of Zion. Is this device resorted to to drown the groans of those who contribute or to soothe their anguished hearts? Let us do away with the song while the congregation is worshipping in the giving of their substance to widen the paths of the gospel host.

The first fact for us to get before us is that God is absolute owner of everything. Whence came we? Are we creatures of our own handiwork, or were we fashioned by God? Let the Scriptures speak. "God created man in his own image" (Gen. 1:17). We are God's by reason of His having made us. Not only so: but we cannot sustain our lives of ourselves. Our absolute dependence is plainly evident in the question in Matt. 6:27 to this effect: "Which of you by taking thought can add one cubit to his stature?" or as the Revised Version has it, "Which of you by being anxious can add one cubit unto the measure of your life?" We are God's not only by creation and preservation, but also by redemption. "Know ye not that your body is a temple of the Holy Spirit which is in you, which ye have from God? and ye are not your own; for ye were bought with a price: glorify God therefore in your body" (1 Cor. 6:19-20). And in 1 Peter 1:18-19, we find it written:

"Ye were redeemed, not with corruptible things, with silver or gold, from your vain manner of life handed down from your fathers, but with precious blood, as of a lamb without blemish and without spot, even the blood of Christ."

God not only asserts His ownership of us ourselves, but of everything else. We can own nothing, if the Scriptures are true. We are tenants at His will. We speak of our owning so and so, but what we really mean is that we have so and so under our temporary control—that so and so is in our possession, but ownership and possession are far different things. God has universal right of eminent domain over all our possessions. In the celestial sense, there can be no terrestrial ownership—God is supreme owner of the universe and of all that in it is. From Genesis to Revelation this eternal truth is persistently reiterated. Genesis 14:19 describes God as possessor of heaven and earth. In Deut. 10:14 we read: "Behold, the heaven of heavens is the Lord thy God's, the earth also, with all that therein is." "The silver is mine and the gold is mine, saith the Lord of hosts" (Haggai 2:8). "For every beast of the forest is mine, and the cattle upon a thousand hills" (Psa. 50:10). And for a more extended statement of the same truth, see Deut. 8:10-18: "And thou shalt eat and be full, and thou shalt bless Jehovah thy God for the good land which he hath given thee. Beware lest thou forget Jehovah thy God, in not keeping his commandments, and his ordinances, and his statutes, which I command thee this day: lest when thou hast eaten and art full and hast built goodly houses and dwelt therein; and when thy herds and thy flocks multiply, and thy silver and thy gold is multiplied, and all that thou hast is multiplied;

then thy heart be lifted up, and thou forget Jehovah thy God, who brought thee forth out of the land of Egypt, out of the house of bondage; who led thee through the great and terrible wilderness, *wherein were* fiery serpents and scorpions, and thirsty ground where was no water, who brought thee forth water out of the rock of flint, who fed thee in the wilderness with manna, which thy fathers knew not; that he might humble thee, and that he might prove thee, to do thee good at thy latter end; and lest thou say in thy heart, my power and the might of my hand hath gotten me this wealth. But thou shalt remember Jehovah thy God, for it is he that giveth thee power to get wealth; that he may establish his covenant which he sware unto thy fathers, as at this day."

The second fact for us to face is this: that God's ownership involves man's stewardship. If God is owner, man is steward. If the one is true, the other is—must follow as the day the night. And man's stewardship relates not only to money, but to everything else, to our life itself, with all its possibilities, capacities, and elemental forces. In the passage on Christian stewardship so often quoted, there is no reference to money and in it we are to account for all things. 1 Cor. 3:21-4:2: "Wherefore let no one glory in men. For all things are yours; whether Paul, or Apollos, or Cephas, or the world, or life, or death, or things present, or things to come; all are yours; and ye are Christ's and Christ is God's. Let a man so account of us as of ministers of Christ, and stewards of the mysteries of God. Here, moreover, it is required in stewards, that a man be found faithful." It is a much more serious thing to be a steward of "the mysteries of God" than of money—and so a preacher ranks higher than a financier. We can

not escape our stewardship, nor the consequences of it. 1 Peter 4:10 makes it plain that the law of stewardship applies to all: "As every man hath received the gift, even so minister the same one to another, as good stewards of the manifold grace of God." And no grander summary of its universal scope was ever penned than that of Paul in the letter to the Romans: "And having gifts differing according to the grace that was given to us, whether prophecy, let us prophesy according to the proportion of our faith; or ministry, let us give ourselves to our ministry, or he that teacheth to his teaching; or he that exhorteth, to his exhorting; he that giveth, let him do it with liberality; he that ruleth, with diligence; he that showeth mercy with cheerfulness" (Romans 12:6-8). Note that giving is here placed in the fourth place in the enumeration of the special powers of Christian stewardship, just after preaching and just before ruling, six forms only being mentioned by the sacred writer at this time.

Stewardship involves three things: occupancy, responsibility, accountability. A steward is one entrusted with something, to do something. The faithful steward always occupies. There is a difference between occupancy and mere possession. Occupancy is active—dynamic. Possession may be a static condition, a mere fact. This is well brought out in the parable of the pounds. The pound was taken away from the slothful servant justly and given to him that had gained the ten pounds—because the command had been "Occupy till I come," not "Possess till I come." Occupancy means the right use of the talents committed to our care—the right employment of the things entrusted to our stewardship. What a marvelous change would come over the Chris-

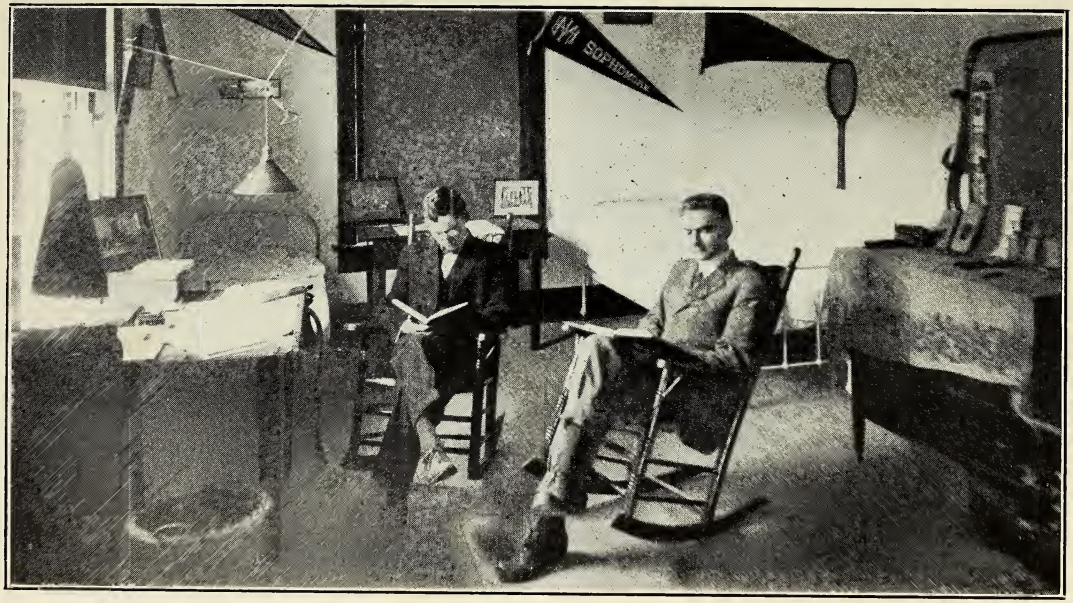
tian world, were it suddenly to realize the full import of this great truth!

But responsibility is also involved in stewardship. The parable of the talents teaches this truth. Each man was responsible for the talent or talents committed to him. It is so in this life. The law holds us responsible for our trusts. Public opinion holds a man responsible for doing the things he undertakes or ought to undertake and praises or condemns him according as he meets his responsibilities or neglects them. My stewardship of God's goodness to me involves my responsibility for the right use, my punishment for the abuse of the same. We cannot escape our individual responsibility.

But occupancy and responsibility are not enough to exact of a steward. Accountability is also involved in his office—accountability not to his own standard, but to the standard of the one conferring on him his stewardship. For the Christian, stewardship in all things means the doing of the will of Christ. There is no better way to find out what that will is than to search the Scriptures. Where they speak, we may with certainty act; otherwise, we cannot be sure we are right. "The Holy Scriptures are the sufficient rule of faith and practice." This is a principle on which we cannot improve. When we know what the Bible teaches on any point, we have the standard of accountability—which to the Christian is the only safe, sane, sensible standard.

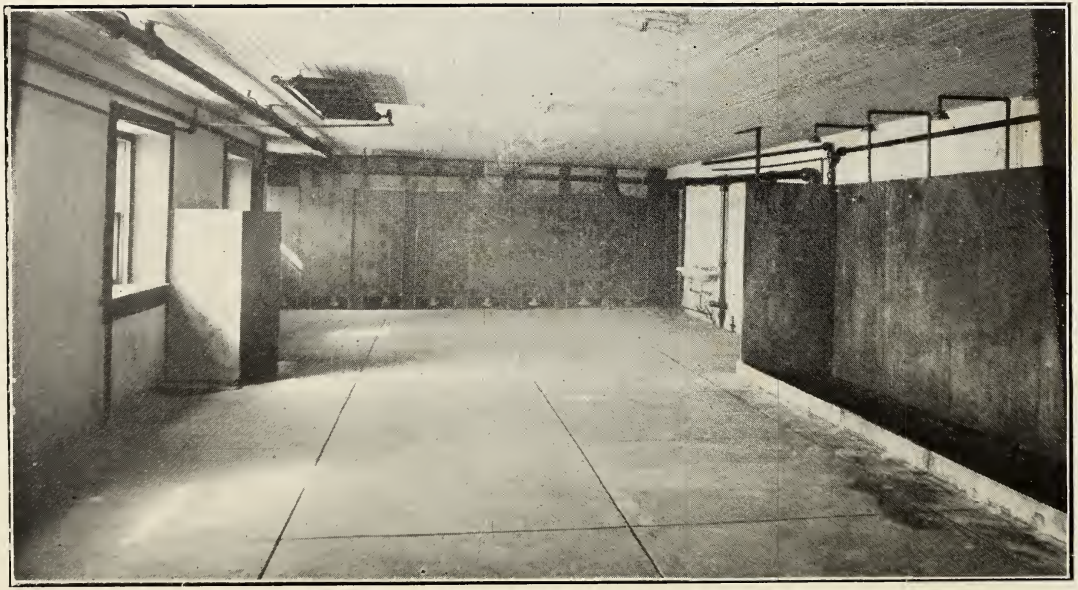
The more I have studied this matter, the more I am convinced that the real question is not, How much of *my* money will I give to the *Lord?* But rather, How much of *my Lord's* money do I dare keep for *my* own uses? Nor will it do to say, I am in debt

and can't give till I am out of debt. The fallacy underlying this excuse is that we are more concerned about our debt to man than about our debt to God. The surest way to pay out of debt to man is to do as Prof. Cox says he has decided to do, open an account with the Lord and see that He gets His tenth. Then the windows of heaven will open upon each of us and our remaining nine-tenths will mean more to us than our entire untithed income would have meant. "There is that scattereth, and increaseth yet more; and there is that witholdeth more than is meet, but it tendeth to poverty."—Prov. 11:24.



STUDENTS' ROOM

Alumni Building—The furniture in each room cost $50.00. The beds are individual. Exceedingly comfortable.



BATH ROOM

Alumni Building, first floor. Equipped with lavatories, slate shower baths with non-scalding valves, and every modern convenience known to the plumber's art. Sanitary and beautiful.

THE BIBLICAL STANDARD OF GIVING

In the very beginning of our investigation of this theme, we need to get distinctly before us this truth: God does not need our gifts so much as we need the spiritual blessings that will come of our giving to Him and His work. The covetous soul is a small, shrivelled soul. Covetousness is the opposite of sacrifice, of giving. To rid our hearts of selfishness, our spirits of the covetousness to which the flesh is heir, we need to give, and for that reason God has ordained that we should in this way assist in working out His plans in the world. Christ said, "Ye cannot serve God *and* mammon." But we can serve God *with* mammon, and it is our inalienable right and high privilege as well as Christian duty to do so. But what does the Bible teach on this point?

We are not told that Adam and Eve made offerings unto God, but we would infer that they did, for we find Cain and Abel bringing of their substance to honor God. Just why Cain's offering was unacceptable we do not know: perhaps it was too small an offering considering his prosperity; perhaps it was not of his best; perhaps he brought it with the wrong motive. The point for us is that the first children born into the world acknowledged their debts to God and set about paying them. But we would get no standard from them. The first time that a definite standard of giving is mentioned in the Bible is when Abram paid tithes to Melchizedek, the great prototype of our Lord in his priestly character and work, and the second time is when Jacob vowed unto the Lord one-tenth of all that he should bless him with, (Gen. 28:22). Thus did tithing antedate the law.

Recent research has revealed the fact that the tithe was also practiced by many heathen nations of antiquity.

But what did the Hebrew law teach on this point? The general law of the tithe is found in Lev. 27: 30-32, and reads as follows: "And all the tithe of the land, whether of the seed of the land, or of the fruit of the tree, is Jehovah's; it is holy unto Jehovah. And if a man will redeem aught of his tithe he shall add unto it the fifth part thereof. And all the tithe of the herd or the flock, whatsoever passeth under the rod, the tenth shall be holy unto Jehovah." Numbers 18:26 shows that it applied also to the priests: "Thus speak unto the Levites and say unto them, When ye take of the children of Israel the tithes which I have given you from them for your inheritance, then ye shall offer up an heave-offering of it for the Lord, even a tenth part of the tithe." The tithe referred to in these passages was a permanent enactment for the support of the temple and the priesthood, and was known as the tithe-terumoth. But the Jews were subject to two other tithes also. The first is the tithe for the feast of the Tabernacles, which was the Jewish Thanksgiving occasion and applied only to corn, wine, oil, and the increase of the flock. We find an account of it in Deut. 14:22-27, as follows: "Thou shalt surely tithe all the increase year by year. And thou shalt eat before Jehovah thy God, in the place which he shall choose, to cause his name to dwell there, the tithe of thy grain, of thy new wine, and of thine oil, and the firstlings of thy herd and of thy flock; that thou mayest learn to fear Jehovah thy God always. And if the way be too long for thee so that thou art not able to carry

it, because the place is too far from thee, which Jehovah thy God shall choose, to set his name there, when Jehovah thy God shall bless thee; then shalt thou turn it into money and bind up the money in thy hand, and shall go up unto the place which Jehovah thy God shall choose: and thou shalt bestow the money for whatsoever thy soul desireth, for oxen, or for sheep, or for wine, or for strong drink, or for whatsoever thy soul asketh of thee, and thou shalt eat there before Jehovah thy God, and thou shalt rejoice, thou and thy household. And the Levite that is within thy gates, thou shalt not forsake him, for he hath no portion nor inheritance with thee." The second was the tithe laid at the end of each three-year period for the benefit of the poor and fatherless and widowed, including the Levite, as we find recorded in Deut. 14:28-29, which reads thus: "At the end of every three years thou shalt bring forth all the tithe of thine increase in the same year, and shalt lay it up within thy gates: and the Levite, because he hath no portion nor inheritance with thee, and the sojourner, and the fatherless and the widow, that are within thy gates, shall come ,and shall eat and be satisfied; that Jehovah thy God may bless thee in all the work of thy hand which thou doest." These three tithes must be kept separate and distinct, else great confusion must cloud the whole subject of Christian giving and especially of the Hebrew practice of this grace. The tithe-terumoth instituted among the Hebrews by the founder of that race, Abram, was enacted into law by the Lord through Moses on Sinai. The other two tithes were special enactments of the law and with it passed away. We celebrate our Thanksgiving day in another way than by levying tithes on corn, wine,

oil, and flocks, and we have instituted orphanages and various sorts of homes to care for the poor and fatherless of our day. The only way we have of supporting the ministry and maintaining the Church and its enterprises is by giving, or tithing, as the old Hebrew did.

These three tithes, the tithe-terumoth or that for support of the temple and the priesthood, the tithe for the feast of Tabernacles applying only to corn, wine, oil, and flocks, and the poor-tithe due every fourth year, were obligatory upon the Hebrews throughout the period from Sinai to the birth of Christ, and are according to the view of their rabbis still obligatory upon them. We find, however, that they were not always faithfully observed, and with dire consequences to themselves. One of the most powerful of the minor prophets charges up many evils to the neglect of the people to pay their tithes and calls the failure to do so robbing God. But hear Malachi (3:8-12) speak for himself: "Will a man rob God? Yet ye rob me. But ye say, Wherein have we robbed thee? In tithes and offerings. Ye are cursed with the curse; for ye rob me, even this whole nation. Bring ye the whole tithe into the store-house, that there may be food in my house, and prove me now herewith, saith Jehovah of hosts, if I will not open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it. And I will rebuke the devourer for your sakes, and he shall not destroy the fruits of your ground, neither shall your vine cast its fruit before the time in the field, saith Jehovah of hosts. And all nations shall call you happy; for ye shall be a delightsome land, saith Jehovah of hosts."

But what of the teaching of the New Testament on this point? Did the law—all of it—not pass with the new dispensation? Are we not under love rather than under the law? These questions might be very comforting, but for the last one—for surely a man will not do less for love than the law required. And so even without any Scripture I would feel safe in saying that the tithe is the minimum standard of Christian giving under the New Testament dispensation. I would also have you recall that the tithe antedated the law and had its origin in the heart of man.

But Christ specifically commends tithe-paying. In his indictment of the scribes and Pharisees this is made plain: "Woe unto you, scribes and Pharisees, hypocrites! for ye pay tithes of mint and anise and cummin, and have omitted the weightier matters of the law, judgment, mercy, and faith: these ought ye to have done, and not to leave the other undone." This gives Christ's sanction to tithe paying as much so as his conversation with the rich young ruler does to the ten commandments and also teaches us a great moral truth, that a man cannot buy his way into Heaven.

But as in other matters, the New Testament represents an advance over the Old Testament also in the matter of giving. It is true that the Old Testament provided for free-will offerings, but it gave no standard for them and designated no method beyond individual caprice. The New Testament is very plain and specific on this point. Its standard of giving is given in 1 Corinthians 16:2: "Upon the first day of the week let every one of you lay by him in store, as God hath prospered him." This is the standard of giving under the dispensation of love,

the tithe of course being the minimum. It shows that our gifts should be systematic—"upon the first day of the week"—that is, upon our present Sabbath. If we were to do this, how easy it would be to pay our pastor quarterly in advance and to meet all demands upon our charity without a struggle! Nor can the objection be raised that country churches do not have weekly service. The point of the injunction is not that the offering is to be paid, but laid up in store, each week on the first day. We can take it to the Church and pay it over for other Christian and worthy purposes once a month or once a quarter or once a year, but we ought to lay by us in store for that purpose on each Sabbath. Suppose we try it for one year and see how things will work out.

But this standard shows another thing, that giving is obligatory upon every one. "Let every one of you lay by him in store"—that is the Biblical ideal. In how many homes is this standard attained? According to this, ought a father to say, my family will give so and so? Do we not often hear it complained that only ten or a dozen out of a hundred members have to do all the paying? Brethren, we ought never to rest until every member of the Church contributes to the support of the Church and its enterprises. It may take more time and effort to get the few pennies that some will be able to give, and it may be that we would rather pay it ourselves than to go after it, but can we afford to do this, in the face of the plain command of the Scripture to the contrary? It is always better for a Church to get ten men to give than for one man to give as much as ten men of his ability ought to give.

But in the third place, our gifts according to the New Testament standard are to be proportionate,—"as God hath prospered him." That is the hard part—that is where it hurts. It may be more of a sacrifice for me to give ten cents than for many of you to give one hundred dollars. Many of us expect a man to give as he loves the Lord or according to his official station in the Church, but the Bible says "as God hath prospered him." We are willing to grant that we should give systematically and individually, but when it comes to giving proportionately, —well, what about that? And this proportionate part should not be reckoned according to the gifts of the most liberal man in the Church or the community, but according to a man's gratitude for what God has done for him in proportion to his prosperity, never raising below the minimum set in heathen lands, adopted by Abram, reinforced by the authority of the law, and specifically enjoined upon us by Christ.

If this standard were adopted, ten men in moderate circumstances could support a minister in moderate circumstances for all his time and two or three others per church could provide all the funds now assessed for all church enterprises. I know a few who practice the tithing plan and they are happy and prosperous. God has wonderfully blessed them. I never knew of but one man who gave the double tithe during all his life, but he died a multi-millionaire, and was one of the best loved men of his day. His money went to establish colleges, found orphanages, and do the work of the Lord—one dollar out of every five he ever made—but he prospered and has left a

name honored among his fellows. That man was Francis Asbury Palmer, one of the best friends Elon College ever had.

Yes, we live under the dispensation of love, but we ought not to be content to do less for love than the old Hebrews did at the biddance of the law. What father will not do more for his child for love than the law requires? The Scriptures tell us that "God so loved the world that He *gave.*" We must so love God that we shall carry out the Biblical standard of giving, which, with the tithe as the minimum, enjoins us to give systematically—"Upon the first day of the week"; individually—"let every one of you lay by him in store"; and proportionately—"as God hath prospered him," remembering that the Lord Jesus said, "It is more blessed to give than to receive," and that "The Lord loveth a cheerful giver." "Freely ye have received, freely give." But the greatest gift we can give Him is that we should give ourselves (2 Cor. 8:5), and if we give ourselves to Him, we cannot fail to give to any noble cause. Those who shall give most willingly to the Alumni Fund will not be the wealthiest of the Alumni, but those who have given themselves in devoted service to the Kingdom of our Lord. And I am sure that giving to help forward Christian education as our Elon represents it will be accepted by our Master as money given Him, and by Him be laid up as treasure in heaven for each generous donor.

COLLEGE PATRIOTISM

There is a College patriotism. Every true-hearted man, every noble-hearted woman, who has felt the influence, imbibed the spirit, of a College feels it and understands it, and counts it as a priceless possession. What is this patriotism and whence does it originate?

To define College patriotism it will be well to consider other kinds of patriotism. National patriotism, the kind we readily think of when we mention patriotism, is the passion a citizen feels for the land that gave him birth and has since given him shelter and security of life. It is love of country and the flag, a passion which impells one to serve one's country, either in defending her from invasion, or protecting her rights, or maintaining her laws and institutions in vigor and purity. This noble sentiment, the eternal and necessary characteristic of a good citizen, is the noblest passion that animates a man in his civic capacity. In times of war and national danger it strews the battlefields with the mutilated corpses of those in whose breasts it wells up. In times of peace it begets a lively interest in all that looks to national prosperity and progress; it insures democracy and crowns liberty. That country is safe whose sovereign integrity is insured by patriotic citizens.

There is further a patriotism of the home, and another of the church, and others in other varied spheres of life. We sometimes call these by different names. Patriotism in the home, for example, is family pride; that in the church is church loyalty—but what's in a name? The sentiment that prompts family pride, church loyalty, veneration for the Alma Mater, and national patriotism is at basis one and the same. The same love, directed toward the state, gives national patriotism; toward the church, church

loyalty; toward the family, family pride; toward the College, veneration for the Alma Mater, what this article designates as College Patriotism. It is therefore clear that College patriotism, similar to the love of a citizen for his country, of a Christian for his church, of a son for his mother, is the passion of a student in College for his Alma Mater. This is a noble passion—prompting men to do their best as students and to succeed most as graduates or as one of those who dropped out—a passion that impels them to advance the interest of the institution that gave them intellectual birth—the noblest passion that stirs the heart and fires the brain of man in his intellectual capacity.

But it is not enough to define these passions, or rather to follow out the ramifications of the same fundamental passion in all the spheres of human activity. We must know their origin to appreciate them fully—the basis upon which they rest, for we can never be said to know a thing until we know its history, its origin, the *terminus a quo*. Whence then the origin of these various kinds of partiotism? They are one and all grounded on gratitude—a passion than which there is none more beautiful—than the lack of which nothing renders more odious and contemptible. Gratitude is the basis of all patriotism, whether it be national, of the home, of the church, of the College—gratitude for service rendered for which the mind feels there is no adequate compensation on the part of the recipient. Why do you love your native land? Because she has given you birth and guaranteed to you personal security and happiness—things which by your own efforts you could never acquire for yourself. Here is an occasion for gratitude—and gratitude when it has

brought forth gives rise to patriotism. Why do you love home, have family pride? It is because you feel gratitude to your parents for the sacrifices they have made for you—scarifices which you can never repay. Why do you love the church? Because of the gratitude you feel for the "peace that passeth all understanding" in this life and the assurance she vouchsafes you of eternal happiness in the life to come. Why do you love your Alma Mater? Because by her efforts, all unremunerated by you, she has made the world over again for you, broadened the horizon of your vision, deepened the penetration of your insight —constituted you a new creature. Gratitude is at the base of patriotism of whatever sort—patriotism is gratitude in the fruitage.

There is a vast difference between the timid, bashful, hesitating Freshman and the same man who four years thereafter receives a diploma and with confidence of added powers and the inspiration of a larger vision leaves behind him the sacred walls of Alma Mater and goes forth to do his part of the world's work. He is become a new man and the College has made him so. The study of history has taught him the philosophy of progress; the Social Sciences have taught him the principles of elevating the race; through the department of English he has been brought face to face with great characters in all circumstances and conditions of life; mathematics has rendered him exact and painstaking; Latin and Greek have introduced him to the life and civilization of peoples other than his own and far different from his own, and so broadened his sympathies and developed him culturally; philosophy has revealed to him the laws of himself—the mental machine; physical science has enabled him, as Kepler so

grandly put it, to think God's thoughts after Him in the creation and maintenance of the universe; the scientific study of Holy Writ has deepened and strengthened his spiritual life, giving him a sane philosophy of existence and an accurate understanding of divinity and of things divine. With larger vision, with broader horizon, with deeper insight, with clearer foresight, the College graduate is become a new creature—has been transformed—and that, too, within the four years of his College course. This makes him grateful to the foster mother that travailed in his intellectual birth.

The true College-bred man, that man who rings clear, feels grateful to his Alma Mater just as he feels grateful to his mother, and as he loves his mother so will he love his foster mother, his Alma Mater. The man who goes through a College and does not love her is a false man—a man the world could well do without—a dishonor to himself and to his Alma Mater. An ingrate is the type of man to be avoided whether he be in the home, in the church, in the College, or in the state. He is not a fit companion —his association defiles—his influence is venomous to the nobler sentiments and higher aspirations of heart and life. The true man, the noble woman, is grateful—grateful for favors shown and kindnesses received at the hands of others, be they personal or institutional.

The College man is a patriot toward his Alma Mater, if he is a true man, not only because she has made him a new man and refashioned the universe for his benefit, but because he feels that he has received these things at a discount and that he can never fully pay for them. His tuition (which was all he paid the College for her oversight and guid-

ance) for four years was only $200—less than it costs to take a trip across the ocean and spend a month. And yet for four years he has had expert guides in all parts of the world and down into the bowels of the earth and among the lucid stars. He has viewed life, civilization and the world under the miscroscope with a director always at hand to point the explanations his soul was yearning to receive. And during these four years of travel and study he has paid for this expert assistance only $200—he feels the smallness of the cost—he realizes the inability to repay fully—he feels grateful—grateful to the guides of these years—his faithful, scholarly teachers; grateful to the institution that secured the services and guaranteed the trustworthiness of these guides—grateful to his Alma Mater.

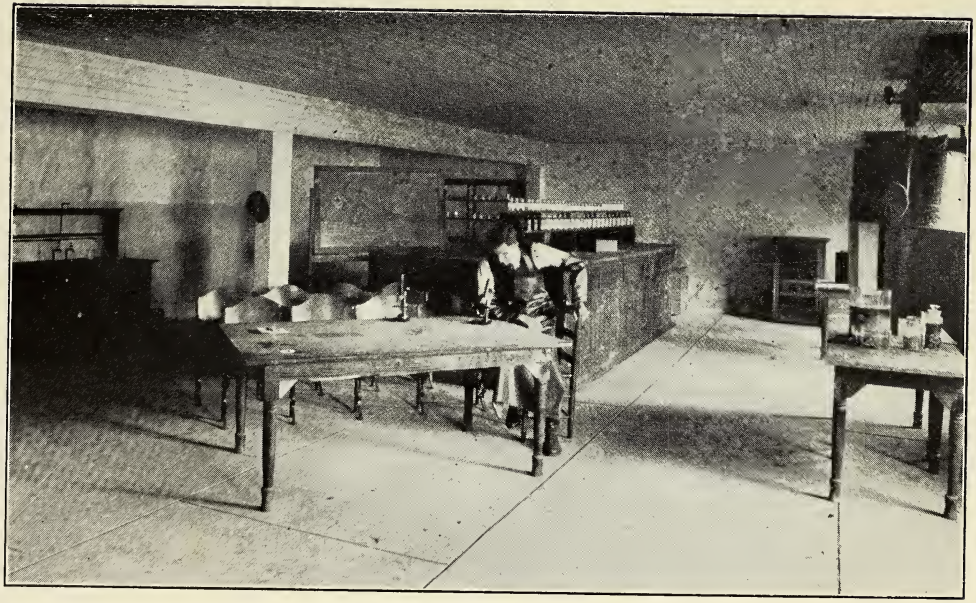
Daniel Webster breathed the true spirit of College patriotism—felt this gratitude—when he made that famous speech before the U. S. Supreme Court in defense of Dartmouth College, his Alma Mater. Dartmouth College was chartered by the State of New Hampshire with a duly constituted board of trustees or visitors. The legislature decided to make it a so-called University and without the consent of its corporation proceeded to alter its charter accordingly. The corporation appealed and the case went up before the Supreme Court of the U. S., with Mr. Webster defending the College and another alumnus of the same institution as attorney for the State of New Hampshire. In the midst of the masterful speech which he delivered upon that occasion, Mr. Webster, with much emotion disclaiming any ambition on his part to see Dartmouth become a University, realizing as he did the superior worth of the small College in the proper training of youth, said:

"It is true it is a small College, but there are those who love it." Here, overcome with emotion, the great orator wept, nor was there a dry eye in that august court-room, when, regaining control of himself, he continued: "Sirs, I love Dartmouth College, and when her integrity is at stake, when her ancient charter is to be amended against her will, I am the last man in the world to give assent; I would rather die, sirs, than have her say to me, *'et tu, mi fili.'* "

There are tens of thousands of men and women who feel towards their Almæ Matres just as Mr. Webster did—and they are the salt of the earth—they are the men and the women who will carry forward the banner of progress. They are the men and the women who are the light of the world. Through men and women animated with such passions our libreties were achieved and through them they are to be preserved. Our Colleges need fear no evil while such men and women live. In the hands of such men and women the home, the College, the church, the state—humanity's every interest is safe. Thoes who have graduated at Elon College and those who have been privileged to study here, but not to graduate, are loyal patriots, because they realize the great good the College did them, and are, like true men and women, grateful for the large benefits received. The Alumni Association has given to each of them now the opportunity they have so long desired of giving vital expression to that gratitude, that patriotism, in undertaking to pay for the Alumni Building on a subscription basis in the reach of all. The youngest of the classes, that of 1913,* has set the pace, every one of them subscribing, and surely we

*The Class of 1891, the oldest class, has also unanimously entered the roll. So have all who reside at Alma Mater, of whatever class.

of riper years will gladly take our stand in fellowship with them. Alma Mater expects every loyal son and daughter to do full duty, and in that expectation she is not to be, cannot be, disappointed.



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PRESIDENT W. A. HARPER, LL. D.
Elon College, N. C.

Vol. X NEW SERIES No. 1

JANUARY, 1914

BULLETIN
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ELON COLLEGE, N. C.



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Elon College Bulletin

Special Normal Term Number

April 7th to June 3rd, 1914.

By Way of Introduction

For several years now Elon College has maintained a Special Normal Term for the forward-looking teachers of North Carolina. At no time has the attendance been large, because the College could not care for any very large number of teachers at the time designated for the term. But the limited number who have come have enjoyed their eight weeks' sojourn here immensely and have profited greatly, as they testify in the letters elsewhere to be found in this issue. Some of them have caught the larger vision of the intellectual life and returned to enter upon a regular baccalaureate course. All of them have been promoted in their profession and inspired their pupils to aspire to a full College course. It is hoped that the teachers who come this year will not be an exception in these excellent respects.

Those who have attended the Summer Terms for teachers elsewhere and then come here have commented very favorably on the results achieved here. Elon aims to give the incoming teachers all the social life consistent with real intellectual profit, but insists always on the scholarly development of those who come. They are given the privileges of the College seniors in every respect, but like the seniors are required to do faithful work in the class-room. The teachers like it too, but it is so different from the

ordinary special school terms for teachers that it produces a jar at first.

This Bulletin contains a list of the Faculty of the Normal Course, tells fully the purposes the College has in offering this course, shows how it has previously worked out for those accepting the opportunity it gives for more adequate professional training, outlines briefly the superior advantages offered, gives the cost in simple terms and at the lowest possible rates, describes in detail the individual items of the course, and includes a few items of general interest. All these chapters and also the illuminating article on *The Personality of the Teacher* have been furnished by Dr. T. C. Amick, Director of the Normal Term.

This bulletin differs from the others of former years in appending three articles that, it is believed, will prove interesting to teachers. The first is that by Dr. Amick on *The Personality of the Teacher.* The second is by Dr. Lawrence on *The Elon Way and Other Ways.* President Harper furnishes the third on *Practical School Discipline.* We invite the ambitious, earnest-souled teachers in whose hands this issue falls, to read these articles and to profit by them in their professional work.

Let those interested in coming to the College for this special term write either

THOMAS C. AMICK, Ph. D., *Director,*
or W. A. HARPER, LL. D., *President,*
Elon College, N. C.

Purposes and Scope of Elon's Normal Term

A General Statement

The primary purpose of this Normal Course for Teachers is to benefit teachers and those preparing to teach. To this end, courses of study are offered in all the elementary and high school branches of study, also in the History of Education, School Law, and Pedagogy, and instruction is given in methods of teaching these different branches by men and women who have made themselves masters in the art of instruction and education.

Many of our public and high school teachers have just recently commenced their work. They feel the need of training for the profession in which they have engaged. A course of practical training at such a time as this is of incalculable value. Some of these teachers have had the opportunities of College work; others have not. To those who have not had these opportunities, the Normal Course offers advantages that it will pay any teacher to accept. And the College-bred man or woman has also found this course to be of very great value. The opportunity of doing training work under a College faculty and of taking courses specially adapted to train the teacher-student for teaching, and teaching after approved plans and methods, will go far towards making the career of the teachers who take this work a great success in the future. Such teachers gain a broader outlook, they get a clearer outline of their work, they find themselves in possession of a deeper culture, and they can do their work more satisfactorily and more intelligently.

The average teacher in the public and high schools

needs drill in method and modes of work. The question with them is not only what shall we teach? but how shall we teach? The State Board of Education have suggested what shall be taught in the schools; they expect the teacher to learn how to teach. Unless the teacher learn this important art, he or she is usually asked to make place for some one who will learn. The faculty of this Normal Course have for years made a study of the best methods of teaching. It is the purpose to give those who attend the advantages of the latest research and investigation in methods. The very best methods will be used daily in the class-rooms and their use will become a habit to those who attend.

The purpose further is to enable the teacher to become acquainted with College work and College life. The teachers who attend meet the faculty daily in the class-rooms and in their homes, meet the students in their rooms and on the campus, use the College Library and Reading Room, and its Laboratories, hear the lectures given by the members of the faculty and visiting specialists, attend the entertainments, and really become a part of the College themselves. This broadening of the teachers enables them to go out and do their work more systematically, more sympathetically, and helps them to prepare the student for his work in College. The testimonials to be found elsewhere in this Bulletin attest the great value of this Course to those who attend.



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Equipment in Scholarship Necessary

One very necessary equipment of the teacher is scholarship. Without this, even the born teacher cannot succeed. All the instruction in method can better but little the work of the teacher who is deficient in this important particular.

A teachers' course, the aim of which is not to advance the scholarship of those who attend, falls short of the first requirement of what such a course should furnish. Where stress is laid on scholarship, the teacher-pupil advances from grade to grade in his work and receives better positions each year than the year before.

Institutes Too Short

Scholarship is not a fruit of rapid growth. The road to scholarship cannot be compassed in a day's time, nor in a week. The school that gives a teachers' course of a week or of two weeks can do but little to advance the higher interests of the teachers who attend or of the schools that are taught by these teachers. The ordinary teachers' institutes have little if any solid value. The results of such meetings are mainly social. A few talks on method or on some kindred subject is given by persons who have but little if any more experience than the teachers who attend. Usually many of the teachers who attend the institute could conduct the institute better than the conductor himself. So the time spent at the institute is usually time spent mainly in a social way or time thrown away.

Such a course is not what Elon College contemplates. The special aim is to make the teacher a scholar, a master of what he teaches. The course continues for two full months, and, during this time, the teacher-pupil has the opportunity to advance in his studies, to make himself proficient in his work, and to accomplish something of value to himself. We would prefer to make the time still longer if the teachers were through with their work so that they could come earlier.

The Course Offered at Elon College —Length

At the close of the course an examination in each branch of study is held and a number of the County Superintendents of Public Instruction of the State accept these examinations in lieu of a county examination for a teachers' certificate, and they issue teachers' certificates on the examinations given here.

Elon College does not consider scholarship the only essential to success in the teacher's work. To be successful in the teacher's art, one must have a history of his profession, must know the best methods of imparting instruction in the various branches taught, and must understand the principles upon which these methods are based. Courses are therefore offered in the Theory and Practice of Teaching, and each professor gives lectures from time to time on the methods of teaching the various subjects and the principles that underlie these methods.

Scholarship Not The Only Essential

Inspiration and Uplift

The teacher also needs inspiration and uplift. There is the inspiration of meeting with and moving among teachers of approved ability, men and women who have received inspiration themselves from the master teachers of our great colleges and universities as well as from those of foreign universities, and the inspiration that comes from the class-room in College where the teacher-pupil is taught to think and learns to think like the master.

There is also the inspiration received by being with a large company of students all striving to equip themselves for a larger and a fuller life. The teachers attending the Teachers' Normal Course here meet with others preparing to teach as well as with those who are preparing for the various other professions of life and they all work shoulder to shoulder. The privileges and advantages that belong to the one belong also to the other.

This is indeed a great gain to the teachers. When they attend a Summer School, all are of the same grade and on the same footing. There is not so much inspiration and uplift in mingling with our equals; the uplift comes when we mingle with those better equipped than ourselves.

It is to supply these needs as far as possible that the Teachers' Normal Course was instituted. The aim is to give the teachers the best possible equipment for their work. It is also to supply the public and private schools of our State and of other states with a grade of teachers who will do the very best work in the school-room and who will render the very best services to the communities in which they teach.

Time Suitable

The Teachers' Normal Course is given just when a very large number of teachers can attend, and at a time when they can do the very best work. The schools have just closed and the teachers are in the intellectual habit. Teachers can come and take the work with little or no break in their intellectual occupation.

The spring is one of the most favorable seasons of the year for study. The hot, oppressive weather when most Summer Schools for teachers and teachers' institutes are in session is not the time when a person can give himself to the hardest mental application. During the months of April and May a person's best energies can be put forth with a fine prospect for the largest returns.

Kind of Work Offered

Elon College stands for thorough scholarship, genuine Christian culture, and the development of manly and womanly character. It is the teachers who are seeking these ideals that Elon College wishes to help. And all teachers who attend the Teachers' Normal Course may expect the best possible advantages along these lines.

To this end thorough courses are offered in all the intermediate and high school branches. Each of these courses include instruction in the subject matter of these subjects as well as instruction in the principles of teaching these branches. The method of instruction is stressed while the special work in the subjects is being given. The prime purpose is to teach the teachers who attend *what* to teach and also *how* to teach.

Work of College Grade Offered

The teacher who wishes to take College work also has that opportunity. There are many teachers who wish to advance their education along some special line or lines of work that they may prepare themselves for better and still better service. To all such teachers Elon College offers every advantage and every opportunity that the students in the regular College courses have. By taking some College work each spring, the teacher-students can, in the course of a few years, materially advance their education, prepare themselves for better and still better work as well as better positions, and it is possible for the teacher to complete the whole College course by attending these spring Normal Courses regularly. Those taking the College work will be charged a small tuition fee for the work taken only.

Domestic Science

For some years there has been a demand that Domestic Science shall be taught in the public and high schools. The demand has been greater than there were teachers to fill the positions, and a number of these positions have gone unsupplied, or have been supplied with very inefficient teachers. Those teachers coming to take the Normal Course who wish instruction in Domestic Science will have the opportunity to take the work and prepare themselves for positions in the Domestic Science departments of our elementary and high schools.

The Domestic Science Department of Elon College has been fitted up with the very best and most up-to-date equipment including gas range, tables, and furniture of all necessary kinds, and the courses are

thoroughly modern. The head of this department will be pleased to give each student taking this work the most thorough instruction not only in the work itself, but also in methods of teaching the work, organizing the class, equipping the department, and making the work succeed. For instruction in this department, a small fee of three dollars will be charged.

Primary Work and Primary Methods

From time to time inquiries come in concerning primary work. We offer to teachers no instruction in kindergarten and real primary work; but we *do* offer such instruction as will make the primary teacher a better teacher and a more efficient worker along the line of her chosen work. Every phase of the instruction offered applies equally as well to primary work as to more advanced work, but the courses offered are not kindergarten courses.

How the Course Has Previously Worked Out

Success of Our Teachers

The College has, to an extent, kept in touch with those who have taken the Teachers' Normal Course in the past, and finds that their success has been remarkable. The better preparation, more thorough equipment for their work, and their educational training received here have enabled them to secure better positions, higher salaries, and to render better service to the pupils and to the communities in which they have taught. Since the success of these has been very marked, and the preparation for their work has been so valuable, and since there are many others of the teachers of the State and of other States who need this instruction and help, State Superintendent of Public Instruction, Hon. J. Y. Joyner, and a number of the County Superintendents of Public Instruction of the different counties of the State have given the following endorsements which speak for themselves of the estimates that these men set on the work that is offered here:

From State Superintendent Joyner

Raleigh, November 8, 1913.

Having examined with approval the eight weeks' course of study offered by Elon College, and believing that teachers will derive great benefit from the successful completion of this course under the instruction of the faculty of the College, carried on in the favorable environment of College life, I shall gladly recommend to county superintendents the acceptance of a properly signed certificate of continuous attendance and of successful completion of this work by public school teachers as a substitute for attend-

ance on the biennial teachers' institutes required by law, as provided in section 4167 of the public school law.

Appreciating the cooperation of the College in this important work of teacher training, I trust that many teachers will take advantage of this opportunity generously offered by it.

Very respectfully,

J. Y. JOYNER,
State Superintendent of Public Instruction.

From County Superintendent Robertson

Graham, N. C., December 8, 1913.

To Whom It May Concern:

For the past few years I have had an opportunity to learn something of the Teachers' Normal Course given at Elon College. Each spring several of the Alamance teachers take this spring Normal Course after they have finished their winter schools; and I have found a general uplift in the work done by these teachers the next year. This observation has led me to believe that the work done in this course is thorough, practical, and well-proportioned. I commend the course heartily to those teachers in need of scholarship and professional training.

J. B. ROBERTSON,
Supt. Pub. Instruction, Alamance County, N. C.

From County Superintendent Speas

Winston Salem, N. C., Dec. 27, 1913.

Prof. Thomas C. Amick,
Elon College, N. C.

Dear Sir:—In reply to your inquiry will say that a Teachers' Normal Course conducted as I understand you have in the past and purpose doing this spring is worth much more to teachers than a short Summer Institute. All teachers can not attend a Normal Course in an institution like Elon College, but those who can will be well paid in the way of professional training and in the end secure better positions.

We need better primary teachers. My desire is to see

all institutions giving a Normal Course lay special stress on primary work.

Very truly,
W. B. SPEAS,
County Superintendent, Forsyth County, N. C.

From County Superintendent Judd

Raleigh, N. C., December 31, 1913.

Dr. Thomas C. Amick, Director,
Elon College, N. C.
Dear Doctor Amick:—

As a County Superintendent, I most heartily endorse the policy of your institution of giving a Teachers' Normal Course each spring and, in addition, opportunity for extensive study of certain academic subjects. There is no doubt in my mind that teachers will make more substantial progress by pursuing such courses at a regular and well-equipped institution than by attending any number of teachers' institutes. I sincerely trust that your efforts will meet with the approval which they so generously deserve and that our North Carolina teachers will take advantage of the opportunity which your institution extends.

Wishing for you a very happy and successful year, I am,

Cordially yours,
ZEBULON JUDD,
Superintendent Wake County, N. C.

From County Superintendent Hickerson

Wentworth, N. C., Jan. 2nd., 1914.

Mr. Thomas C. Amick,
Elon College, N. C.
Dear Mr. Amick:—

The Course that you offer free of charge at Elon College to the public school teachers cannot be too strongly commended. Several of our teachers have taken the course and their services are always first in demand.

Yours very sincerely,
L. N. HICKERSON,
Supt. of Pub. Instruction, Rockingham County, N. C.

From County Superintendent Foust

Greensboro, N. C., November 8, 1913.

I have just received a letter from Prof. Thomas C. Amick of the Department of Pedagogy of Elon College, in which he gives me the branches that will be offered to the teachers who attend Elon College during the months of April and May each year. I wish to commend this course to the consideration of those teachers who desire to improve their scholarship and professional training. No teacher who desires to rise in the profession can afford not to be continually pursuing some course of work that will make his scholarship better and his profesional ability stronger.

Yours very truly,
THOS. R. FOUST,
County Superintendent, Guilford County.

From Former Normal Students

Ruffin, N. C., Dec. 16, 1913.

A peculiar pleasure is mine that affords me the opportunity to tell to those who know not the many advantages to be had in the Normal Course for teachers given at Elon College.

The time of school is in itself one great point in its favor, coming as it does before the heat of summer.

The surroundings are pleasant, the spirit that hovers over the institution is inspiring, the course of study is well adapted to the needs of teachers, and the instruction given is broad and comprehensive. Very respectfully,
LYNETTE HUDSON.

Summerfield, N. C., December 23, 1913.

It gives me great pleasure to recommend the Teachers' Normal Course to any persons desirous of a good course to prepare them for teaching. It has an excellent faculty, and the pupil is provided with every modern convenience.

Having taken this course in the spring of 1912, I can say without hesitation that it is one of the best courses offered in the South. I most heartily recommend the course

offered at Elon College to any teachers desiring to improve their education and become more proficient teachers.

Very respectfully,
CLARA SHARPE.

Harker's Island, N. C., Dec. 15, 1913.

Having attended the Normal Course at Elon College, I wish to say that I derived great benefit from the course, and, under the instruction of the faculty, obtained a first grade certificate.

I trust that many other teachers will take advantage of this opportunity so generously offered by Elon College.

Very respectfully,
MAE DAVIS.

Benson, N. C., December 19, 1913.

It is impossible for me to tell what great benefit I received from the Normal Course during my eight weeks' stay at Elon College in the spring of 1912. I am now receiving 25 per cent. more for my work than I received before attending this Normal term.

I would be glad for all teachers to know the benefit that this course would be to them. I feel safe in saying that no other institution offers a Normal Course equal to the course offered at Elon College. Respectfully,
JOSEPH E. M'LAMB.

Graham, N. C., December 15, 1913.

Prof. Thomas C. Amick,
Elon College, N. C.
My dear Sir:—

It was my good fortune to attend your Teachers' Normal Course last spring, and I take great pleasure in saying that I derived very much benefit from the course and find the principles taught in the course very helpful to me in my work in the school-room. Very respectfully,
CLARA HUGHES.

Burlington, N. C., Dec. 22, 1913.

Prof. Amick,
Elon College, N. C.
Dear Sir:—

I wish to say that the Teachers' Course at Elon College last spring was worth a great deal to me. It is valuable because the teacher has so much time for review on every subject, and also the teachers are not crowded with examinations. I would advise every teacher who intends teaching this coming year to attend the Teachers' Course at Elon College this coming spring. Most truly yours,

ALMA TURNER.

Sophia, N. C., Dec. 20, 1913.

I attended the Teachers' Normal Course at Elon College in the spring of 1912. I received benefits there which I believe I could not have obtained elsewhere. The course is thorough and very helpful indeed.

I would advise any teacher or any one who expects to teach in the public schools to attend this course.

Respectfully,
GERTRUDE COLTRANE.

Mebane, N. C., December 22, 1913.

Dr. Thomas C. Amick,
Elon College, N. C.
My dear Dr. Amick:—

Two years ago I attended the Teachers' Normal Course at Elon College, and as I hope to attend again this coming spring, I should like to have one of the bulletins mailed to my address as soon as they are ready for distribution.

I consider this course an excellent one and admirably suited to the needs of public or graded school teachers.

I have found the benefits derived from this course of practical value in the school room, and any teacher desiring such a course will, in my judgment, do well to take the Teacher's Normal Course at Elon.

With best wishes for the work, I am,

Most respectfully,
MRS. E. A. CRAWFORD

Guilford College, N. C., December 23, 1913.

Dr. T. C. Amick,
Elon College, N. C.

Dear Doctor Amick:—

I am pleased to say that I received much benefit from attending the Teachers' Normal Course at Elon College last spring. Any teacher who is teaching and wishes to become a more efficient teacher, or wishes to prepare for teaching will do well to decide to attend the Teachers' Normal Course at Elon College. Yours respectfully,

MARY E. PEGG.

Staley, N. C., Dec. 26, 1913.

Dear Doctor Amick:—

I do not believe that I can tell how much the Teachers' Normal Course at Elon College did for me, for it was of so much benefit. I can say that I certainly received the value of the money, time, and labor spent taking the course, and any person who is teaching or who is going to teach should take such a course occasionally and keep up with the best methods of teaching.

As a result of taking this course I have had the best success in my work in the school-room this year that I have ever had. My advice to any one teaching is to take such a course, and to be sure not to miss the course given at Elon College. Yours truly,

ORA. A. BROWER.

Lexington, N. C., Jan. 2, 1914.

Dr. T. C. Amick,
Elon College, N. C.

Dear Doctor Amick:—

I wish to say that the Normal Course that I took at Elon College last spring has done more towards helping me to teach than all the teachers' institutes that I have ever attended. I cannot say enough in praise of the work done there. I advise all who intend to teach to take the course.

Most truly yours,

BESSIE SMITH.

Liberty, N. C., Jan. 6, 1914.

Dear Doctor Amick:—

I attended the eight weeks Normal Term for teachers at Elon College last spring. I was favorably impressed by the attention given by each Professor to each prospective teacher. In my opinion, the Normal Course is all that could be desired. Any one contemplating teaching next year will find it greatly to her advantage to attend the Normal at Elon College this spring.

Most truly yours,
HAZELLE AMICK.

The Advantages Offered by This Course

Some Special Advantages

I. The Normal Course for Teachers offers those who attend a College environment, instruction by College professors, contact with College men and women, and an acquaintance with the different phases of College activity and College life.

II. The College Library is open for the use of students and teachers from 9:30 o'clock a. m. until 5 o'clock p. m. with the exception of the noon hour from 1 to 2 o'clock p. m. This, with the Reading Room, which is open at the same time, will be of inestimable value to those who attend and make use of the opportunities that the Library and Reading Room afford. The Library contains some ten thousand volumes and a large collection of pamphlets, etc. Teachers will find information on practically any subject that they wish to seek information upon.

III. The literary societies of the College will be open to all teachers who wish to join upon payment of the regular society fees. These societies are well organized and give thorough drills in public speaking, parliamentary law, and parliamentary usage. The society halls of the different literary societies have been recently remodeled and are elegantly equipped.

IV. The general lectures, recitals, entertainments, etc., will be open free of charge to all teachers who wish to attend.

V. The religious environment of the College is the very best. All teachers have the opportunity of attending the College Sunday School, the Church services, the services of the Christian Associations, and the services of the Christian Endeavor Society.

VI. Examinations are held at the close of the term, when the teachers are best prepared to take them. Certificates are awarded to these teachers giving the grades made by the teachers on the work that they have taken. In these certificates the grades given will be the average of the recitation and examination grades made by the teachers while taking the course. A number of the County Superintendents of Public Instruction have been issuing certificates on the grades made by the teachers here on their final examinations. The Director of the Normal Course will be pleased to ask Superintendents to issue certificates to the teachers who attend this course this coming spring when they have taken the examinations on all the subjects required for a teachers' certificate.

Reasons Why Teachers Should Attend

The members of our school boards are seeking live men and women to teach in their schools, men and women whose hearts are in their work, and who love to teach. The schools are looking for men and women who have the spirit of progress, who are not satisfied with present attainments, who are seekers after knowledge that they may impart it to those whom they instruct. They are looking for those who are keeping abreast of the times, who are taking such courses as the Colleges are offering to teachers, and are making progress and keeping pace with this progressive age.

Unless each teacher spends some time each year in study, there is no way by which these demands can be met. The teacher himself must drink from a living fountain or stagnation and intellectual death will be the result. If all our teachers take the time to



ELON COLLEGE CAMPUS VIEW



THE ALUMNI BUILDING
Where the Young Men Room

spend two months each year taking such a course as Elon College offers, then will our public and private schools rise to that point of efficiency that will enable them to be living factors in the regeneration and uplift of the State.

The Teachers' Normal Course at Elon College offers just such opportunities as the teacher needs for improvement in the work in which he is engaged and for taking up any special line of work for which he is adapted. And so we commend this course to any and all teachers who are interested in the work of making their calling the dignified profession that it should become.

Those Who Should Attend

The Normal Course has been planned especially for the following classes of persons, and every one attending will derive the greatest possible benefit from the work:

I. Teachers in the public schools. This course will give them better training for their work and enable them to do their work with greater skill and with greater satisfaction to themselves and to their patrons.

II. Teachers in the high schools, and those intending to teach, who desire to prepare themselves more thoroughly for work or wish to prepare for better positions.

III. Teachers who wish special instruction in any of the branches offered, or who wish instruction in advanced work along the lines of their profession.

IV. Those who wish to take the public school examination in any County or the State examination for the high school teachers' certificate or the five-year State certificate. The Normal Course of Study

offers all such teachers an opportunity for thorough review in the work covering the ground of those examinations.

V. Young men and young women who wish to make up one or more deficiencies to enable them to enter the Freshman Class at Elon College or elsewhere.

VI. All persons who wish to broaden and deepen their scholarship on any of the subjects outlined in the course of study, or wish to gain a general knowledge of methods as used in the best schools and Colleges of the country.

What it Will Cost

College Boarding Department

Tuition is FREE to all teachers coming at the opening of the term to enter the Normal Course for Teachers. Students of the College or others who are not teachers will be charged the regular College rates for tuition. According to a ruling of the Board of Trustees of the College, all who matriculate will pay the regular matriculation fees of the College.

The total expense of teachers taking the Normal Course will be as follows:

Board and room, with lights, heat, servant's attention, in the College dining hall and dormitories.	$26.00
Matriculation and other fees,	8.00
Total expense for the term,	$34.00

Young Ladies' Hall

Young ladies may materially cheapen the cost of board and room by taking board and rooms at the Young Ladies' Hall. This building was built this past Summer and adds quite materially to the equipment of the College. The young ladies who board and room in this building board on the cooperative plan. Mrs. Sadie Jones is the matron of this building and she looks well after the interests of the young ladies. Those who room in this building take their turns in doing the work of preparing the meals, cleaning the rooms, halls, etc., and the cost of board and room is shared equally among the girls. The total expenses of those rooming and boarding in this building will be as follows:

Board and room for the full two months' term, with heat, lights, etc., estimated to cost	$12.00
Matriculation and other fees,	8.00
Total expense for the term, estimated,	$20.00

YOUNG MEN'S CLUB

An arrangement also exists whereby young men may materially cheapen their expenses while here. A club with Mrs. Lee as manager is run, where the young men can get their table board only. Table board at the club costs about $6.00 a month. Students who room in the College buildings can get board at the club or students may room in the village and take their meals at the club. The estimated cost of the Teachers' Course for young men who take their meals at the Club are as follows:

Table board for the term	$12.00
Room, heat, lights, etc., about	6.00
Matriculation and other fees,	8.00
Total cost for the term,	$26.00

The Director of the Normal Course will be pleased to arrange for board and room wherever the student may wish and have room and everything ready when the student arrives. But that this may be done, he must be notified in time.

All persons coming to take other work than the regular Normal Course will see the College catalogue for terms. A copy will be sent to all who apply.

Books may be purchased here at regular publisher's prices. Laundry work is done here at the usual rates charged elsewhere.

Teachers will do well to bring all their school text books with them. This may save expense in

buying books and the books will be needed for reference.

The Branches Included in the Course

COURSE OF STUDY

The following Normal Course has been arranged and it is felt that this course meets the needs of practically all teachers in the public and graded schools of the State. The course here outlined is the regular Normal Course. Teachers wishing to prepare for the examination for a teachers' certificate will find this course very helpful. The object is to make a study not only of the subject matter of the studies in the course, but to study the method of teaching the work. The numerals after each subject indicate the number of hours devoted to this subject each week.

Arithmetic, Dr. Wicker and Mr. Kellum,.....3
School Law, President Harper,.....3
English Grammar, Dr. Lawrence and Mr. Daughtery,....3
Geography, Mr. Hook,.....3
History of the United States, Dr. Amick,.....3
Agriculture, Professor Brannock,.....3
Drawing, Miss Long,.....3
Agricultural Chemistry, Prof. Brannock and Mr. Hook,....3
Reading, Phonics, and Spelling, Miss Clements,.....3
Physiology and Hygiene, Dr. Randolph,.....3
History of North Carolina, Mr. Doak,.....3
Pedagogy, Dr. Amick,.....3
Civil Government, Messrs. Doak and Daughtery,.....3

OTHER COURSES

For the benefit of the teacher who wishes to do more advanced work the following courses are offered:

Rhetoric and English Literature, Dr. Lawrence and Mr. Daughtery,.....3
Physics and Astronomy, Prof. Brannock and Mr. Hook,...3

German and French, Dr. Randolph,.....3
Greek, Dr. Newman,.....3
Latin, President Harper and Prof. Campbell,.....3
Pedagogy, Dr. Amick,.....3
Algebra and Geometry, Dr. Wicker and Mr. Kellum,.....3
History, Dr. Amick,.....3

These advanced courses of study include any and all the work required for entrance into the College classes. Students who complete these courses will have the full fourteen units required by all the standard Colleges for College entrance and will be given such a working knowledge of the work as will enable them to teach these branches to the best advantage.

Courses of Study in Detail

MATHEMATICS

Dr. Wicker and Mr. Kellum

The course of study in mathematics is designed to cover the study of Arithmetic, Algebra, and Geometry as required by the following classes of students: public school teachers, those preparing for the high school examinations, and those preparing to enter the Freshman Class of any standard College.

Arithmetic.—It is the purpose of this course to give a thorough mastery of the fundamental principles of Arithmetic. The inductive, analytic method is used throughout the course, and teachers are taught to think clearly, analyze rapidly, and demonstrate accurately. Stress is placed upon speed, accuracy, and thoroughness, and the teacher is taught how to make the subject more attractive to the average pupil. The normal methods of teaching students how to grasp the meaning of problems, of how to get a clear idea of what is known and what is required; of planning the work; of deciding how to ascertain the desired information from the known facts; of executing the plan so as to reach the desired results; and of testing the results to see if the proper conclusions have been reached, will be clearly demonstrated.

The professor in charge will, from time to time, give lectures on the best methods of teaching Arithmetic. After taking this course, teachers will find that Arithmetic is one of the most fascinating subjects in the public school course and will find real pleasure in teaching it.

Algebra.—The purpose of this course is to review the fundamental branches of Algebra that are taught

in the high schools, and prepare the teacher of this subject to understand the best methods of preparing beginners in Algebra for the highest efficiency in mathematical skill. Thorough demonstration of fundamental principles, extensive application of principles by numerous examples, and a comprehensive grasp of subjects will be taught. The best methods of analyzing difficult, original problems will be stressed so that students will acquire facility in handling mathematical questions.

Geometry.—The study of Geometry, both Plane and Solid, as required for the high school examination will be taught. Special attention will be given to clear demonstration, accurate statement, and logical conclusions. Facility will be imparted in analyzing original problems, and in making application of these problems to the practical affairs of life. This will enable the teacher to impart an interest to the study of Geometry that the abstract method does not possess. The mental drill that this course will impart to the teacher will qualify him for more logical work in all branches of mathematics and will lead to more successful results in the future.

English

Dr. Lawrence and Mr Daughtery

There are two courses offered in English. The first is a course in Grammar; the second is a course in Composition and Rhetoric and English Literature.

Grammar.—The course in Grammar is a review of the entire subject of Grammar, and is intended to do two things for teachers: prepare them for standing an examination for a certificate and give them a drill in teaching Grammar; hence a good deal of time is given to the two most difficult things—inflection,

especially of verbs, and sentence structure and analysis—in the teaching of this subject.

Composition, Rhetoric, and Literature.—These courses will cover, by way of review, the ground usually covered for College entrance requirements, the work in the high schools that the teachers have to teach. The course in Literature consists of lectures on some of the most noted American authors, and a careful study of Tennyson's Idylls of the King. These studies are to be conducted in a manner to lead teachers into some of the most helpful ways of teaching literature.

SCHOOL LAW AND SCHOOL ADMINISTRATION

President Harper

A course of lectures on School Law and School Administration will be delivered by the President of the College. This course of lectures will acquaint teachers with the fundamental principles of the school laws of North Carolina, will review those laws, and suggest means whereby these laws may be made to contribute to the best interests of both teachers and pupils.

The lectures on School Administration will deal especially with those problems of school management and school administration that generally give teachers most trouble, and will attempt to solve the problems and put the teachers in possession of such facts and information that they may be enabled to meet all the demands made upon them. There is no reason why a teacher should not discipline a school well, and the object of this course is to help teachers to work out all the problems of discipline that come before them.

Geography

Mr. Hook

The purpose of this course is to know the earth. Land, sea, air, rock, beast, and tree combine to form it. Each of these is studied, not to learn all about any one of them, but to show how each influences the others by their working together. The course will be a combination of political and physical Geography.

History

Dr. Amick and Mr. Doak

Three courses in History will be open to teachers.

The United States.—This course will be as thorough as the time will permit. The object will be to bring out those interesting points in the history of our country that are not generally given in the ordinary school text books, and to throw out such hints as will enable teachers to make the study of history interesting to their classes. The work will be illustrated from beginning to end by charts, maps, and lectures. Teachers will be referred to a number of reference works in the library from which they will gather a great deal of information on this subject. Text books that may be in the possession of the teachers should be brought with them when they come to take this course.

North Carolina.—This course will cover the history of North Carolina from 1585 to the present day. Hill's History of North Carolina will be used as the basis of the work; but a great deal of instruction given will be by lectures. A good deal of library and research work will be done. Teachers will find it to their advantage to bring with them any history of North Carolina that they may have.

General History.—This course will be a lecture course, the object of which will be to give a knowledge of Greece and Rome and their contribution to civilization, together with the development of modern Europe. Those taking this course will be required to do a great deal of reading and reference work. The course includes the essentials of history for entrance to any standard College.

AGRICULTURE

Professor Brannock

The aim of this course is not only to prepare the teacher to stand a good examination, but to increase the knowledge and develop the minds of those who take it.

The world lives on the products of Agriculture, and consequently some knowledge of this subject should be of importance to every one independent of his vocation in life. The aim is to present the fundamentals of Agriculture in such a manner as to increase the interest of those who take it. The following subjects will be studied: The Soil; Relation of the Soil to Plant Growth; Soil Fertility; Soil Physics; Water Requirements of Crops; Plant Life; Manures and Fertilizers; Farm Crops; Trees and Gardens; Plant Diseases; Insects and Birds; Live Stock and Dairying; Feeds and Feeding; Miscellaneous.

DRAWING

Miss Long

The purpose of this course is to give teachers such ideas of the principles of Drawing as will enable them to study the work privately and to teach the work successfully. The course is thorough and practical.

Free hand drawing with pencil, also in charcoal,

from still life, heads, hand features, etc., and from casts are given in this course to those who are prepared to take it. Also a course is given in the study of light and shade.

Agricultural Chemistry

Professor Brannock and Mr. Hook

No previous knowledge of Chemistry is required for this course. This course is given for the benefit of those who take Agriculture and it is required, unless the applicant has had at least one year in chemistry, including laboratory work.

The following topics will be developed: The Relation of Chemistry to Physics; Physical Change; Chemical Change; Chemistry Defined; Law of Conservation of Energy; Transformation of Energy; Matter; Conservation of Matter; Mechanical Mixture; Chemical Compounds; Elements; Symbols; Oxygen; Hydrogen; Compounds of Oxygen and Hydrogen; Atomic Theory; Chemical Equations; Nitrogen; Atmosphere; Solution; Acids; Bases; Salts; Neutralization; Valence; Calcium; Sulphur; Phosphorus; Magnesia; Potassium; Sodium; Carbon; Iron.

Reading, Phonics, and Spelling

Miss Clements

This course is open to all teachers. The Phonic Method is being widely introduced into our public schools, and teachers need to prepare themselves for making this work in their schools as successful as possible.

The course in Reading and Expression will consist of the interpretation and analysis of short stories and poems. This course will introduce the imper-

sonation of light characters.

A thorough drill will be given in Phonics and Orthography.

PHYSIOLOGY AND HYGIENE

Dr. Randolph

In Hygiene, practical lectures will be given on School Sanitation, Food, Water, Air, Exercise, and the general care of the health of the pupils.

In Physiology, a review will be made of the structure, nature, functions, and care of the cells, tissues, and organs of the body.

The work will be illustrated by skeleton, simple laboratory exercises, microscope and dissection of smaller animals.

PEDAGOGY

Dr. Amick

Each teacher should have a thorough knowledge of his profession. To this end, the teachers this coming spring will study the History of Education. Painter's, Kemp's or Seeley's works will be used as texts. If teachers have copies of any of the Histories of Education they should bring them along.

Teachers who are prepared will be allowed to enter the College classes in Pedagogy and take the work that these classes are doing.

CIVIL GOVERNMENT

Mr. Doak and Mr. Daughtery

A course in Civil Government will be offered the teachers in attendance in the Teachers' Normal Course. This course will deal broadly with the government of our country, will take up the present day

governmental problems, and will put the teacher in touch with the best on the subject. The course will be mainly a lecture course, and will take up the subjects considered in a practical way, and will enable the teacher to form correct opinions and to arrive at correct conclusions in reference to the needs of the times. The course will prepare especially for the work of teaching in the public and high schools of the State.

French and German

Dr. Randolph

This course is intended to be a rapid but careful review of the principles of French Grammar and Syntax. A thorough drill will be given in the pronunciation of the language. The course will be modified to suit the needs of those who apply. Earnest students should become able during the course to read and write correctly easy French. Suitable selections will be used for translation. An effort will be made to adapt the work to the needs of public and high school teachers.

Those wishing to review German will find classes in first, second, and third year German.

A beginners' class will be organized if there is a need for it.

Greek

Dr. Newman

Three classes are open in Greek to any one wishing to review the subject. The work done in the elementary classes will be suitable to high school teachers who wish to prepare for teaching this subject.

LATIN

Professor Campbell

Three classes are open for work in Latin. Those who have never studied Latin will find the work they need in the class in Latin A which studies the First Latin Book. The work here is designed to give drills in pronunciation, inflection, and in the underlying principles of the language and to prepare for reading Latin.

The two classes in Latin B study Cæsar's Gallic War and Cicero's Orations and Virgil's Aeneid.

The work is especially suited to high school teachers and is adapted to preparing them for their work in teaching Latin.

ATHLETICS AND PHYSICAL CULTURE

Mr. Doak, Mr. Miller and Miss Urquhart

Work in Athletics for men is under the direction of Mr. Doak and Mr. Miller. The young ladies are under the direction of Miss Urquhart.

The object is to give to all the teachers who attend the Normal Course a certain amount of physical exercise daily. Therefore such games as will contribute to the best interests and the good of the teachers' health have been introduced. Regular class instruction is also given in the different gymnasia of the College.

Each teacher will have the opportunity to take these courses and drills and it is earnestly urged that all will avail themselves of the advantages offered. The exercise is necessary for the best health and the best work, and, too, the teachers will need to train the children in their schools in the best methods of phys-

ical exercise. The work here will prepare for introducing the most up-to-date methods and work along this line.

Library

Miss Fogleman

The library is in charge of Miss Fogleman, the librarian of the College, and of Dr. Lawrence, the Curator of the Library. The improvements and additions recently made to the library make it one among the model libraries of the State.

Each teacher who takes the Normal Course will have access to the library under the rules by which the students of the College have access thereto. The librarian will assist all who apply in finding and securing such information as they may wish on any subject. The different members of the Faculty will also be pleased to be of any possible assistance in helping teachers to secure any information that they wish from the library. Teachers may draw books from the library under the ordinary rules.

The Reference Library and Reading Room

This is one of the greatest sources of self-culture and information that the College possesses. All teachers have access to the Reading Room and will find there all the best American magazines and periodicals. We believe the culture value of the Library and Reading Room alone will be worth the total cost to any teacher who remains in Elon College for the eight weeks of the Teachers' Normal Course

VOICE, INSTRUMENTAL MUSIC, ART, AND EXPRESSION

Courses are offered to teachers in any of these departments on payment of the regular College tuition. Any teacher may have the opportunity of taking any of these subjects under the very best of teachers.

LECTURES

A series of lectures is delivered by members of the Faculty on the first Thursday evening of each month. In addition to these Faculty lectures, lectures will be delivered by invited guests and others. These lectures will give opporunities to the teachers for gaining broad information on subjects that will be of great interest to them in their work.

ENTERTAINMENTS

A number of entertainments are given from time to time, which all teachers have the opportunity of attending free of charge. The literary societies, and entertainers from abroad, will give entertainments and recitals for the benefit of the College. All lectures and entertainments are free to those in the Normal Course.

Items of General Information

When to Come

Teachers coming to attend the Teachers' Normal Course should arrive at Elon College on Monday, April 6, 1914. Trains from the east arrive here at 5:44 a. m., 11:28 a. m., 6:32 p. m., and 9:25 p. m. Trains from the west arrive at 8:00 a. m., 10:12 a. m., 4:48 p. m., and 1:30 a. m. Teachers should inform the Director of the Normal Course concerning the time of their arrival and he will see to it that they are met at the train. They will also be assisted in every way possible to get to their homes, have their baggage brought to their rooms, etc.

What to Bring

Teachers will bring only such bed covering as they will need, towels, napkins, pillow and pillow cases, sheets, quilts, and counterpanes, comb and brush, and such toilet articles as they will need. All other articles are furnished by the College. All the needed articles can be brought in the teacher's trunk.

No teachers will be allowed to board in private families unless it is with some near relatives, and in case of this, matters must be arranged with the Director before the teacher's arrival.

Further Information

Any further information that the teachers may wish will be gladly furnished by the Director of the Teachers' Normal Course. Teachers will please communicate freely with him concerning their needs, course of study, etc. Anything that can be done to help those interested will be freely done, and teachers need feel no hesitancy in calling on the College for information.

Items of General Interest

Information for Teachers Who Contemplate Entering College

All the College buildings are heated by steam and lighted by electricity. A plentiful supply of water is furnished from a deep well. The chemical analysis of this water shows it to be perfectly pure and wholesome. The College dormitories are equipped with bath rooms on each floor, and these are supplied with both hot and cold water.

There are connected with the College three most excellent literary societies, two for young men, the Philologian and the Clio; and one for young ladies, the Psiphelian. These societies have large and elegantly equipped halls and are a great factor in College life and work.

Degree Courses Offered by the College

Six regular literary courses of study are offered, two leading to the degree of Bachelor of Arts, one leading to the degree of Bachelor of Science, one leading to the degree of Bachelor of Philosophy, one leading to the degree of Licentiate of Instruction, and one leading to the degree of Bachelor of Pedagogy. The regular baccalaureate courses require four years and the L. I. course requires three years for completion. The L. I. course and the B. Pe. courses are the regular teachers' courses, and they embrace all the work that will enable teachers to prepare for the best positions in the public and private and graded and high schools of this and other States. Those who have completed the L. I. course can complete the baccalaureate degree by one additional year's work.

Requirements for Entrance

For entrance to either of the baccalaureate courses, fourteen units of high school work must be offered. Students entering for the teachers' course will offer twelve units of high school work. Of these units, three must be offered in English, three in Latin or Modern Languages, and three in Mathematics. The other units may be offered from the following subjects: Greek, Latin, Modern Languages, History, or Science. For the value of these units, the teacher is referred to the College catalogue which will be sent on request.

Requirements for Graduation

All candidates for the bachelor's degrees must have completed as much as sixty-nine hours of full recitation work and submit a thesis to the Faculty. An hour is defined as one recitation a week on any College subject pursued throughout the year. For instance, three hours of recitation work in any of the College classes in English pursued throughout the whole year, count three hours towards graduation.

The L. I. degree requires fifty-four hours of recitation work. At the completion of the second year of this course, a teacher's certificate will be granted to all who apply for it.

Expenses for the Year

Tuition	$ 50.00
Matriculation Fees	10.00
Library and Gymnasium Fees	6.00
Board and Room with all Conveniencies	$ 75.00 to 125.00
Total	$141.00 to $191.00

Note.—This is for a session of ten full college months. Care should be taken in comparing this cost with that of an institution that runs only eight or nine months during the year.

Special Studies

Music, Art, and Expression are extra. Charges in these branches are as follows, per year:

Piano, under director	$50.00
Piano, under assistants	40.00
Voice, under director	50.00
Voice, under assistants	40.00

Art	$40.00
Expression	40.00
Any two departmental studies except under director	70.00
Harmony	10.00
Expression (class instruction)	10.00
Domestic Science (class instruction)	10.00

Text-books are furnished at publishers' prices.

Laundry costs about the same as in any average community.

The year is divided into three terms—Fall Term, Winter Term, and Spring Term.

The College Band and Orchestra

The College maintains a band, which furnishes the music for all special occasions. Students who wish may join this band and receive instruction on any special instrument. As soon as the student has learned enough about the principles of music and the manipulation of the instrument, he is put to regular practice with the band, and this gives him the opportunity to improve more rapidly than he otherwise might. Students also have the opportunity of learning to master any of the instruments used in band music.

The College Orchestra assists with the music in the Sunday School service. Those special students in band music who have made good are made members of the orchestra.

The Elon Weekly and Bulletin

The Literary Societies and certain members of the Faculty organized some three years ago a company for the purpose of establishing and running a weekly College publication. The Alumni Association was asked to join in this movement, which it gladly did. The periodical established was christened The Elon College Weekly. This paper goes to more than two thousand homes every week.

The Weekly is quite a factor in the life of the College. The doings of the Literary Societies, the religious organizations, and the other societies and organizations in and about the College, are all published in this paper, and it gives the people at home an idea of what their sons and daughters at College are doing. The Weekly is improved from time to time, and it should be in the hands of all young people who contemplate a College education.

The College publishes and sends out quarterly a Bulletin, which is also a mirror of College life here at Elon. This Bulletin is sent free to all who apply.

Special Departments

In addition to the regular College departments, the College maintains departments of the highest standing as follows: The Preparatory Department, the Commercial Department, the Biblical Department, the Music Department, and the Expression, Art, Domestic Science, and Physical Culture Departments.

In all these departments the highest standard of excellence is maintained and the work done is of the very highest order. Students wishing to take special courses in any of these departments will do well to

confer with the authorities of Elon College. The Preparatory Department prepares students for any of the standard Colleges of the country.

Moral Atmosphere

It is hardly possible for a student who is not totally depraved to spend some time at Elon College without becoming better. The influence of the College is strictly moral and a religious sentiment prevails in the College community. Parents and prospective students need to look well after this part of College life, and no person can afford to attend an institution where this side of man's nature is not stressed. Parents may rest assured that the moral and spiritual interests of their sons and daughters will be looked after while they are here in Elon College.

For further information concerning the College courses, address,

W. A. Harper, *President,*
Elon College, North Carolina.

For further information concerning the Teachers' Normal Course, address,

Thomas C. Amick, *Director,*
Elon College, North Carolina.

The Personality of the Teacher

What Determines Personality

In the years from the cradle to the grave, man experiences many changes. From every hand new ideas and thoughts come thronging and crowding upon the soul. These, when apperceived, become woven into the very warp and woof of his very being and become a part and a parcel of the man himself. At times the experiences of the individual and the ideas that throng his brain may seem to be lost on the realms of the subconscious, but, when the proper occasion arises, they assert themselves and make their power felt again. Tennyson made the great Ulysses say, "I am a part of all that I have met." It is truly so; all that comes into a man's life leaves an influence and an impression upon him that effects him for good or ill.

Definitions of Personality

This leads to the consideration of personality in man and especially to the personality of the teacher. Different authors have given different definitions of this important word, but there are two definitions that best suit our present purpose. When reduced to their final analysis, these definitions are one.

Some are inclined to view personality as the sum total of what a man is, and this view would give as many personalities as there are individuals in the race. This personality consists of the sum total of all the influences that have consciously or unconsciously entered into a man's life, all the subtle influences of race heredity and family ancestors, all the potent

influences of early environment in home, church and neighborhood, all the thoughts of the past, all the emotions of the heart, all the decisions of the will, all the lessons learned from teachers, and all the deeds that he has done.

This view indicates that the personality of a man is not a fixed quantity; but that it varies with a man's experiences, and grows with his growth. It may have its strong points as well as its weak point. It is partly good and partly bad. It is the cause of a man's success and it is also a cause of a man's failure.

Another definition would indicate that personality is that which differentiates one man from all other men of the race. According to this definition, the individual differences that distinguished Washington from all other men constituted his personality. But since a mere thought would show that this view is included in the first view given, it may be passed without further discussion.

Personality Good or Bad, —Causes

Since that which enters into a man's life may be good or evil, true or false, the personality which is developed thereby will, in all probability, be of the same nature as was that which entered into the life. The boy whose surroundings are good, whose home influences are the best, and whose school and College environments are conducive to strong character building, can scarcely fail to develop a strong personality of the right stamp. But where home influences are bad, where church influences are lacking, where bad associates inculcate vicious habits, where school and College life do not tend to develop the moral and spiritual as well as the intellectual nature of the man, what can we hope

for but a weak, dwarfed, and baneful personality? If a young person wills to allow only the good, the elevating, and that which uplifts man to a higher moral and spiritual life to enter into the warp and woof of his being, there is no doubt of his developing a strong and heroic personality. But if his will lies in the opposite channel,—what?

This has been true ever since the race has been in the lime light of history.

Personality Stamps Itself on its Surroundings

It is the tendency of the farmer to stamp his personality on his farm, even on the inanimate objects about him. If he is careful, energetic, persevering, if his personality lies along lines of cleanliness, neatness, and order, his farm reflects it. Everything is in order. The gates swing on their hinges, the house is painted and neat, the lawn is well kept, the roofs on the buildings are good, the fence rows are all clean, and the crops are well cared for. The stock, in the way they are housed and cared for, show the personality of their owner. But the farmer who is careless, who has the don't-care spirit, who has a weak personality, reflects himself in the uncared-for home, the neglected fences, the uncultivated crops, and the run-down stock. A farmer's personality can be judged by the man who passes or looks over his farm.

The housewife, likewise, impresses her personality upon her home. This is seen in the well kept, homelike home where husband and children love to gather after the day's work is done, and throwing aside the cares and responsibilities of life, they revel in the pleasures of home, sweet home. This personality also manifests itself in the dull, uninviting home, where

gloom and despondency dwell, and where there is nothing to attract and give joy to those who toil for their daily bread. What wonder that husband and children should seek the joys and pleasures that they should, by right, find at home, amid other surroundings, at the saloon or card table, or loafing on the streets! And should the mother complain that she has not the associations that she so much desires when she herself has impressed such a personality upon her home that those whom she loves are not attracted thereby?

Then, the children of any home have the personality of their parents impressed upon them. It does not take long for the teacher in the school to tell what the training that the pupils have had in their homes has been. The father and the mother go to the school room in the persons of their children. The parents' habits, manners, customs, qualities, are all there before the teacher like an open book. Upon these delicate hearts have been impressed those habits, ideas, modes of thought, and personalities of parents that make for weal or woe, for happiness or misery, for life or death in the life of the child.

This is true in all the vocations of life. The merchant's personality is mirrored in his store, the mechanic and machinist impress their personality upon the workmanship of their hands, and so through all the vocations and callings of life.

The Stronger Personality Predominates the Weaker

In the realm of chemistry, it is found that when two liquids of different strengths are mixed, the stronger affects the weaker and brings the weaker up to the approximate strength of the stronger.

This principle holds true in human life. If the personality of the parent, the associate, and the teacher is good, and the weak and undeveloped constantly come into contact with these persons, there can be but one result: the stronger personalities for good will impress themselves upon the child and nothing could be expected save that he develop and grow into a strong and upright Christian man. But if the personality of the older person is strong for evil, there is no child, when placed within his reach, that can resist the influence of this personality, and it is impossible for any child while under the influence of such a personality to develop into a strong heroic man. It behooves parents to look well to the personality of the persons with whom their children associate.

The Personality of the Teacher

This personality has the traces of all the former experiences in the teacher's life. Many teachers have been trained in schools and Colleges where the Word of God is not honored, where the free thinker has the right of way, where the material rather than the spiritual life is emphasized, and where a sneer is directed towards those relationships and hopes that are most sacred in the home. All these teachings enter into the teacher's personality. He may be a good instructor, he may be interested in all that goes to make a good school

and in those things that tend to upbuild and elevate the community; he may have all the personal magnetism that a man may want, but what of the child educated by such a man as this? There can be but one end,—spiritual death. There are very many teachers such as this teaching in the schools, colleges and universities of the land. Young men and young women influenced by their personalities, which work their way by stealth into the very hearts of the pupils, are being trained away from true life and from God. Parents send their children to school and to College and these same children who were trained in Christian homes come home having no reverence for God, for their father's prayers and their mother's faith, and the parents wonder what is the matter. After every possible sacrifice has been made for their children, the children become traitors to all that was most sacred in their parents' lives. The reason is not hard to find. Look at the personalities of the teachers of these children and to the literature that they have been taught to read and the cause is easily found.

We also have teachers who were trained in schools and colleges where they were taught that man is by no means the supreme factor in the universe, where God is recognized and His word honored and revered, where the student has been taught his true place in the world of life and action, and has been taught the true principles of morality and conduct, and where he drinks from fountains that have not been polluted with skepticism and doubt. What kind of pupils do these teachers send home? The answer is obvious. Students of such teachers as these are the salt of the earth, the bulwark of society, and they at all times

stand in the front ranks of true civilization and progress.

What Schools to Choose

Since, on account of his varied life and experiences as well as on account of his extended research and thought, the teacher develops a strong personality, and this personality may be good or bad according to whether the former training has been right or wrong, it is necessary that parents look well to what schools they send their sons and daughters. Upon the choice made here may depend the child's destiny both here and hereafter. The skeptical personality of one teacher may be the venom that will poison the very well springs of the life of the child. It may pollute life at its very fountain. No young man or young woman is safe in any school except where the personality of each member of the faculty has been touched by the divine life and yielded itself to the moulding influence of the divine hand, where the fountains give forth the living waters of a truly noble morality and a wholesome Christian experience. In such a school or College the student is safe and in no other. When parents choose such schools and Colleges for their sons and daughters, then true morality and practical religion will be practiced in the homes of our country, the work of the Church will move forward, politics will be purified, graft and bribery will cease, honesty will be practiced in high places, man will give preference to his fellowman, and our sons and daughters will be polished after the similitude of a palace.



SOME OF ELON'S STATELY BUILDINGS
The Homes of the Young Men



WEST DORMITORY—LOOKING SOUTHWEST
Showing the Dining Hall

The Elon Way and Other Ways

It is so uncomfortable to undertake to sleep on a bed that cramps you, that a hotel which furnishes you such an experience is not likely to have your patronage again when you pass that way. Then you, perhaps, have been cramped or felt cramped, at least, at other times when the bed was not the cause. When thrown into such association in the parlor or at the table as to cramp your feelings, you long for the freedom that gives ease and liberty. If you belong to the great middle class and find yourself a passenger, first class, solely with the very rich on board a great ocean liner, you are at once conscious of a restraint that renders you uncomfortable. The world-famous evangelist, Gipsy Smith, on a voyage to Australia under such surroundings, was asked by one of the idle-rich passengers whether he had been accustomed to such company as that. Smith replied: "If you mean the moral quality, I have been accustomed to much better society."

Now, the life in Colleges sometimes gives newcomers cramp. If you come from the open, free, democratic life of a community where there is the least of class distinction, snobbery, and group distinctions, into just the reverse sort of life in a College, you are apt to experience a fatal shock to your College aspirations. There are some Colleges where the spirit of open, free democracy is much stronger than in others. I have felt the difference in the half dozen Colleges and universities whose life I have had the privilege of touching. Out of the non-democratic spirit, out of the spirit of clannishness, out of the class spirit, comes the organization of College secret orders, or fraternities, with all their harmful effects upon the

democracy and freedom of College life. Every College population has to deal with this tendency towards the formation of caste. In some the disease is much more advanced than in others. In some Colleges it has insinuated itself as much without notice as the great "white plague" has fortified itself under the very eyes of the medical profession. In other Colleges a program of prevention has been carried out with more or less satisfactory results.

In all my observation of College life, I have found the least of the clannish, the undemocratic spirit in Elon of all these Colleges. There are, perhaps, persons now and then who have been repelled by the shadow of such a spirit, even at Elon, and have gone away denouncing the College as fostering a spirit of bigotry and exclusiveness. If such persons had gone straight to some other institution where the disease of caste has really become a plague, they would at once understand what I mean when I call the Elon infection only a shadow. And this shadow exists only because now and then some student, a good mark for the undemocratic spirit, with a few others whom he can persuade to think and feel as he himself does, undertakes to form a little clan, or exclusive group,—usually to the disgust of everybody else.

So, if you are contemplating going to College, though, it may be, for only a short time, and you are opposed to spirits and customs and fashions that cramp an open mind and a free spirit, try Elon. Here you will find the Board of Trustees, the Faculty, the student body, as a body, and the village, opposing the clannish undemocratic spirit. You will do well, too, to cast your lot with them rather than with the small minority who would destroy this spirit of open free life,—cast your lot with this spirit that takes

account in its rating of you, not of social caste or wealth, but of character and loyalty and gratitude and nobleness of purpose and such like.

Practical School Discipline

Value of Discipline

I have selected discipline as our subject, because there is no better means of saving boys and girls from their worse natures and from themselves than that of discipline. Men of force of character have been those who came out of homes of austere discipline. The great Roman nation owed its greatness to the rigor of its discipline more than to any other force. The Roman *pater familias,* exercising his *patria potestas,* may not present a very pleasing picture to the gaze of the individualists of the present day, but the type of filial obedience, of veneration for the State and the gods, of sterling worth and enduring wealth of character, has never been equalled before or since. The old Roman character and its most characteristic attributes, *pietas,* both the product of the austere Roman family organization, have been for 2,000 years the wonder and the admiration of the world.

Rome as an Example

As long as the rigid discipline of primitive Rome continued, Rome's greatness was assured. But in the process of time, Rome became drunk of her successes. The lofty pinnacle upon which her proud position as the mistress of the world placed her made her dizzy in the head. Wealth and luxury took the place of frugality and simplicity and the strength of character of Rome's best days faded away. With what bitterness does Livy, Rome's greatest historian, write of the decay and dissolution of the character of the *Prisci Latini.*

In the preface to his monumental work on the history of Rome in 142 volumes, 35 of which have come down to us, he thus speaks:* "Then as little by little their discipline was relaxed, consider how their morals began to give way, then to glide down more and more, and then to go headlong downward with a crash, until in this day and time things have come to such a pass that we can neither endure our vices nor the remedies for their cure." How many teachers could truthfully say of their schools, that things have come to such a pass that I cannot endure the conduct of my scholars, and they have had their way so long that they can not endure the discipline necessary to make of them an obedient and well-ordered school?

Discipline a Science as well as an Art

Then again I have chosen this subject because I believe that it is really the hard part in teaching. Many teachers whose qualifications in temperament and scholarship are such as to constitute them excellent teachers, make a complete failure or at most continue in the work for only a short time, because they are unable to manage their students. I know it is urged that the power to discipline a school is a talent, a gift, and that some do not have talent along that line. I am perfectly willing to grant that some people can govern a school with greater ease and comfort and with a correspondingly less expenditure of neural force and nervous energy than others, but I am not willing to grant that the disciplinarian's art is all a gratuitous gift of nature. There is no teacher, of proper disposition

*"Labente deinde paulatim disciplina velut dissidentes primo mores sequatur animo, deinde ut magis magisque lapsi sunt, tum ire coeperint praecipites, donec ad haec tempora, quibus nec vitia nostra nec remedia pati possumus, perventum est."

and of ample scholarly attainments, who cannot become a successful disciplinarian, if he will just start right and then keep right. I hope to indicate in broad outline the way to begin rightly. If the teacher then will only be self-consistent, he will have no difficulty in keeping in the right way.

We are Treating Practical not Theoretical, Discipline

But before I go into this matter, I desire to call attention to the fact that our discussion of this subject is to be practical, not theoretical. Two very different systems of schoolroom discipline are now very much discussed, the system of student self-government and the honor system. Of neither of these shall I have anything to say. I like both of them, in their place, but their place is not in the free public school where children from six to twenty-one and of all grades of advancement from the alphabet to the last class in the high school are brought together under one or two teachers. The teacher who tries either of these systems in such a school is doomed beforehand to dismal failure. By practical school discipline, I mean the best way to secure the necessary quiet and attention to study to get the best results in the average public school. The successful disciplinarian in the average public school must do five things: 1. Discipline himself. 2. Make his pupils feel that he is their friend. 3. Be firm. 4. Deal with the present. 5. Be a student.

1. Self-discipline. The successful disciplinarian must first of all be able to control himself. The teacher who loses his temper every time a student disobeys him or goes into a rage of fury because his students do not understand a point which he has explained to them the seventh time, would certainly not be regarded as a good disciplinarian. If he cannot discipline himself, it is very evident that he cannot govern others. He must first remove the beam from his own eye that he may see clearly how to care for the removal of the mote from his student's eye. The teacher who whips a boy every time he misses a word or fails to understand an explanation the moment it is given, is certainly not self-disciplined and will certainly not make a good disciplinarian.

Self-Discipline First

The teacher is an example to his pupils. They watch his every movement and try to imitate him in their own conduct and actions. If he is a tyrant, they will be tyrants. If he is hotheaded and quick to lose patience, it is very likely that they will be the same. If, on the other hand, he is slow to anger, calm, cool, and collected in all his dealings, if he acts the part of the rational man on all occasions, they will reflect these same virtues in their conduct. Students who are slow to anger, plenteous in mercy, and of rational disposition are much more easily controlled than those who are tyrannical, hotheaded and irrational. In self-defense, therefore, it will pay a teacher to discipline himself.

The Teacher an Example

"But," says some one, "will not this self-discipline necessitate my keeping aloof from my pupils? And will not this mean that they will lose a great deal of the personal influence that ought to flow from intimate contact and association of teacher with pupils?" The question as to how far a teacher can trust himself to be a companion to his pupils and still maintain the reserve and dignity necessary to make him a successful disciplinarian has been often asked and is a hard one to answer in general terms. A great deal depends on the nature of the teacher. Some teachers can trust themselves to play games during the recess periods with their pupils and still maintain that dignity of mein which is necessary to control their pupils in the class-room. But it is the rare teacher that can do this. It is all right for those who can, but it is a dangerous experiment and the results that flow from such leveling of the teacher and pupil are not sufficient to warrant the risk in the case of those who are not absolutely sure of themselves. I would not recommend that a teacher maintain an attitude of studied reserve and have nothing at all to do with the sport of the pupils, for the proper sort of sport on the play-ground is itself one of the pre-requisites to good school discipline. I would have the teacher take a lively interest in the sports of the pupils and to exercise a sort of general supervision over the play-ground. Do not be an icicle, neither be a cold drink. Do not be a pupil among your pupils, neither be a tyrant over them as if they were your subjects. Rather be to them an elder brother. Let them feel that you are their superior, but at the same time

Be Get-at-Able

that you are *get-at-able.* If they need advice, let them understand that you are the one to give it, and if they ask of you a fish, do not give them a serpent; or if they ask of you a loaf, do not give them a scorpion. Study their needs and maintain the attitude of an elder brother, for in so doing you will be able to render them better service and can the more easily control them in the class-room.

Be Friend and Servant at Once

2. Make your students feel that you are their friend and servant. Most students have an idea that their teacher is not their friend. This is suicidal to the interest of both teacher and pupil. There must be the fullest confidence in the teacher, if the pupil is to do his best. The teacher should make it his first concern to make the pupils feel that he is their friend, not merely collectively, but also individually. Once let the student get the idea firmly implanted in his head that his teacher is personally interested in his individual welfare, and that pupil is no longer hard to manage or to get to do his work. Christ said that he who would be greatest, must be servant of all. This is as much true in the social world and the political world as it is in the spiritual world. And it is as much true of the schoolroom as it is of the Sunday-school. The teacher who would govern his pupils and be to them all that a teacher ought to be, must first be servant to his pupils.

But in his endeavor to be the servant of his pupils, he must not forget the injunction in the 13th chapter of the Romans, which commands us to be subject to the powers that be; for the powers that be are ordained of God. These two laws, that the teacher himself is the servant of his pupils and that the pupils must obey the teacher must be thoroughly explained to the pupils. They must be made to feel that they must first obey, before the teacher can really be servant. If they once get their ideas right on this duplex relation of service to themselves and duty towards their teacher, there ought to be no friction in the management of the school. The students then feel they are not doing their teacher a favor, when they obey him, but that they are doing their duty and at the same time advancing their own interests.

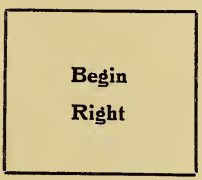
But Exact Obedience

I once remember talking with a teacher who had had difficulty in the discipline of her school. She was well-equipped intellectually for the performance of the duties of teacher and her temperament was all right. Her patrons said she advanced her pupils well and rapidly, but she had trouble in controlling them. I asked her if she had ever read the passages of Scripture to which I have referred above to her pupils and commented on them in their presence. She replied that it had never occurred to her that this would have anything to do with the conduct of the students or her ability to control them. I advised her to try it the very first day her work began for the next year. She did so.

How the Scriptures Can Help

The result was all that I could have hoped and this deserving woman has risen steadily in her profession since. That was thirteen years ago. She is still a teacher and a good disciplinarian as well as instructor. I believe that she would have gone into an office or store after another year, if she had not tried the experiment of an appeal to the motive of the duality of servantship as it bodies itself forth in the function of the teacher. I recommend that teachers read to their pupils the first day of the school the 20th chapter of Matthew from the 20th to the 29th verse and the 13th chapter of Romans from the 1st to the 8th verse and make a short comment on the bearing of these passages on the ethics of the school-room and then refer to them at frequent intervals. If they do this and do not get good results, I shall be more than disappointed. If the student feels that his teacher is his servant and that he must obey him in order that he may the better serve himself, then there will spring up between the teacher and pupil a spirit of cooperation that will make the discipline of the school-room pleasant to the pupil, easy for the teacher, and satisfactory to all interests concerned.

3. Be firm and decided from the very first day. When a boy misbehaves ten minutes after the school has opened on the first day, it is just as much a violation of the best interests of the school as if he had waited until the fifteenth day and until 3 p. m. of that day. Being a violation of the best interests of the school, it must be dealt with. A promising teacher, one of my own pupils, said to me one day, it being the day after her first school had opened, that she had called up several



of her boys that day and given them a good talking, but had remitted their punishment, on the ground that it was their first offense, but that a repetition of the matter would be dealt with. I told her that she had made a mistake, that the only thing in the world for her to have done was to punish them. She said she felt that she ought to do that, but that she was afraid her pupils would think she was too hard on them. I explained to her the passages of Scripture to which reference has already been made and advised her to explain these to her pupils next morning and try to retrieve her error. She did so and finally succeeded in getting things in her own hands, but it took her one-half the four months to do it. The next year she taught in another school. The first day she read the Scriptural passages cited above and commented on them. Then she began to classify her pupils. It was not long before one of the "big boys" began to feel his bigness. She got his attention and told him to come to her at the recess. He, of course, expected to be excused because she was a new teacher, it was the first day of the school, and it was his first offense. He got nothing of the kind. He was punished on the spot, after the teacher had again explained to him her position as servant of the school in the biblical sense. She never had any further trouble with that boy nor with any other boy. There was an understanding that every offense would be punished not as a violation of the teacher's will, but as a sin against the common good of the school.

No Remission of Penalty

If teachers have a kind heart and a desire to win the affections of their pupils, let them not try to bring this to pass by forgiving first offenses on the ground that they are first offenses, as if a boy may do wrong once with impunity, but must be punished for the repetition of the offense. Must a man be allowed the privilige of killing a fellowman with impunity, because he has never done so before? Life would be very insecure if such a principle of justice were to be acknowledged. Neither can the teacher excuse the first offense without jeopardizing the best interests of his school. He must be firm and decided from the first day.

HaveFewRules. Use Principles Instead

4. Make no threats. Deal with the present. Threats deal with the future. In your address to the school the opening morning, do not point out special offenses that you will punish. Give your students to understand that they are expected to behave, that they are not to do anything that will create the least disturbance or that will hinder any fellow student in the performance of his or her duty. Each student will then readily conclude that he is not to move his seat or whisper or write notes or sit in his seat and ask the teacher questions about his lesson. Have very few rules; have none at all if possible. If rules become necessary, let them arise out of the needs of the school. For example, if after you have made your introductory remarks and the work of the day has begun, you note a disposition to whisper, pass notes, and move seats, call the offenders to your desk and inform

them that they will have to see you at the recess and then announce to the school that the best interest of the school demands that there be no moving of seats, passing of notes, or whispering, that you are not after making rules, but that there may be no doubt about the matter, you will announce for their benefit that these things are against the best interest of the school and of themselves and they are not to be allowed for that reason and for no other. Obedience will be cheerful and discipline will be an application of the Golden Rule.

Be Sure to give Authority Proper Sanction

Too many teachers assume the judicial air and imagine that they are holding court. They make a great many rules and forget to enforce them. A thing is wrong, not because it it is against the rule, but because it is wrong. The teacher, who makes a set of artificial rules for the school-room and punishes conduct because it is contrary to the rule, has given his students a false standard of justice and blunted their moral sense. He has sinned against them and in the sight of God. Let the teacher rather deal with his pupils out of the common law, punishing misconduct because it is a sin against the best interests of the school and so also of the individual. He will thus create in his pupils a proper standard of conduct and at the same time enlist their hearty cooperation in the management of the school. Make no threats: let the dead past bury its dead. Deal only with the present.

5. Be a student. Nothing will so quickly destroy the teacher's hold on his pupils as for them to catch him in error in his scholarship. The most accomplished scholar cannot afford to stand before a class without having made special preparation for that day's recitation with that class. Some teachers think it is a reflection on their ability even to suggest to them the necessity for them to prepare their lessons. "Why, I learned that years ago. I have no need to study. I have a first grade certificate good for two years. Study is for my pupils, not for me. I know all in the books I am to teach. There is no need for me to study. And besides, if my pupils find it out, they will think I am not competent to teach them."

Be a Student Yourself

Have any of you ever spoken such sentiments as these? I never have and I never expect to. If I were teaching a first reader lesson, I am frank to confess it, I would not have the face to stand before my pupils without having first studied my lesson; yes, I would not undertake to teach a first reader lesson without having first studied it and planned the best way to present it to my individual pupils. Never go before a class without having first prepared that lesson with special reference to the needs of your particular pupils. If you do get in the habit of teaching without special preparation of your lesson, you will soon be unable to interest your pupils in their work and your teaching will be mechanical. You will soon lose interest in your work. Teaching will be a bore to you and it will not take many revolutions of the sun to make

Diligently Prepare Even the Simplest Lesson

you a back number. You frequently hear it said that such and such a man is a mighty smart man and in days gone by was a very fine teacher, but that he has lost the art somehow. He knows a plenty. He holds a first grade certificate, but somehow has lost his grasp on the teaching profession. Do you wish to know why? His teaching has become mechanical because he did not plan and specially prepare each lesson. Study every lesson that you teach with special reference to the needs of your individual pupils, and you will never have it said of you that you know a great deal, but that you have lost the art of teaching, neither will you lose interest in your work nor will your scholars lose interest. A wide-awake, enthusiastic teacher is one who studies each lesson. A wide-awake, enthusiastic teacher always has a wide-awake, enthusiastic, easily controlled school. Therefore if you desire to be a successful disciplinarian, and to have a wide-awake, enthusiastic school, you must study your lessons, from the first reader up, and study them with reference to the needs of your individual pupils.

Use With Wise Foresight the Spare Moments

This ought not to take all your surplus time. If you are self-disciplined, you ought to be able to plan every recitation in an hour or an hour and a half a day. This will leave you, say, at least two hours daily to use as your inclination may lead you. If you are a gentleman, you may use it in reading newspapers and talking politics. If you are a lady, then you may use it to read cheap novels or to do fancy work, for that great day which is coming. If you are wise and wish to make of yourself the best possible teacher, you will do neither.



THE YOUNG LADIES' HALL
Where Young Ladies Get Board and Room at Cost



THE YOUNG MEN'S CLUB HOUSE
Where the Young Men Get Table Board at Actual Cost

You will utilize this spare time in doing special work along professional lines. You will read the educational journals and exercise an independent judgment on the new methods employed or advocated. You will read books on the manner of managing schools and on the methods of teaching. But you will not stop here. You will select some one branch in which you are specially interested and you will do special work in it. Suppose it is English. You will buy up all the grammars you can get. You will study them carefully as to method, make-up and aim. You will purchase all the books on the manner of teaching grammar and on what a good grammar should contain and what it should aim to do. You will view all these matters in the light of your classroom experience. After years of such assiduous study, you will be an authority on English grammar. You will write articles for the educational journals and they will be accepted and read with pleasure and profit by thousands of teachers who are anxious for the light your extended research and your accurate scholarship alone can give them. Later on you will embody the labors of your life in a volume on English grammar. Thus you will get pleasure and honor and remuneration yourself and at the same time confer an untold benefit on your fellow teachers.

Do not think that you cannot do it. You can do it, and you ought to do it. The secondary teachers of our land owe it to themselves to do more special research work along some special line and then to give the world the benefit of their labors. We can learn a great deal along this line from the German people, who are our masters in

Profit by Germany's Fine Example

the educational world. In Germany the secondary teachers are specialists along some special line, and some of the most scholarly productions of that nation of scholars are the work of just such teachers as are engaged in our secondary school system.

And Enjoy Your Work

If teachers will adopt this suggestion and will do special study along some one line, it will make them much better satisfied with the profession of teaching and will render them much better teachers. In addition they will enjoy the peculiar pleasure that comes to one that knows and knows that he knows and who is anxious to know more that others may see the light that he sees. Then if they carry their study far enough, they can influence the thought and the method of the teaching fraternity through the columns of the educational journals and can give the world as a fitting monument to their labors books that will make the subjects in which they are authorities things of beauty and joys forever to both teachers and pupils alike.

The Summary of the Whole Matter

But what has this to do with school room discipline? Students always respect a teacher who knows, and respect begets obedience, and obedience is the *sine qua non* of school room discipline. Christ was the greatest teacher this world has ever seen. Wherever He went thronging multitudes gathered around Him to hear Him teach. The scribes, the Sadducees, the Pharisees, the Herodians maligned and persecuted Him. When these methods did not decrease His popularity with the masses, who always heard Him gladly, they crucified Him. In

vain. Millions today, where tens then, hang on His teachings and find salvation for their souls. Why? Because He taught them *as one having authority* and not as the scribes. Therefore the forward-looking teacher will accept every opportunity to make himself an authority in his special line. To all such Elon's Special Normal Term for Teachers from April 7 to June 3, 1914, will make a powerful appeal.

1889 ELON COLLEGE 1914

FOR BOTH MEN AND WOMEN

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COMMERCIAL DEPARTMENT — Elon Home Business College, combining education, culture and practical training.

NORMAL DEPARTMENT — A two years' course. A three years' course leading to the L. I. degree. A four years' course leading to the B. Ed. degree. Also special drive each year for Primary Work.

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PRESIDENT W. A. HARPER, LL. D.

Elon College, N. C.

Vol. X NEW SERIES No. 3

JULY, 1914

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.



MID-VACATION NUMBER

BULLETIN ISSUED QUARTERLY

Admitted as Second-class Mail Matter under Act of July 16th, 1894

Dedicated to the

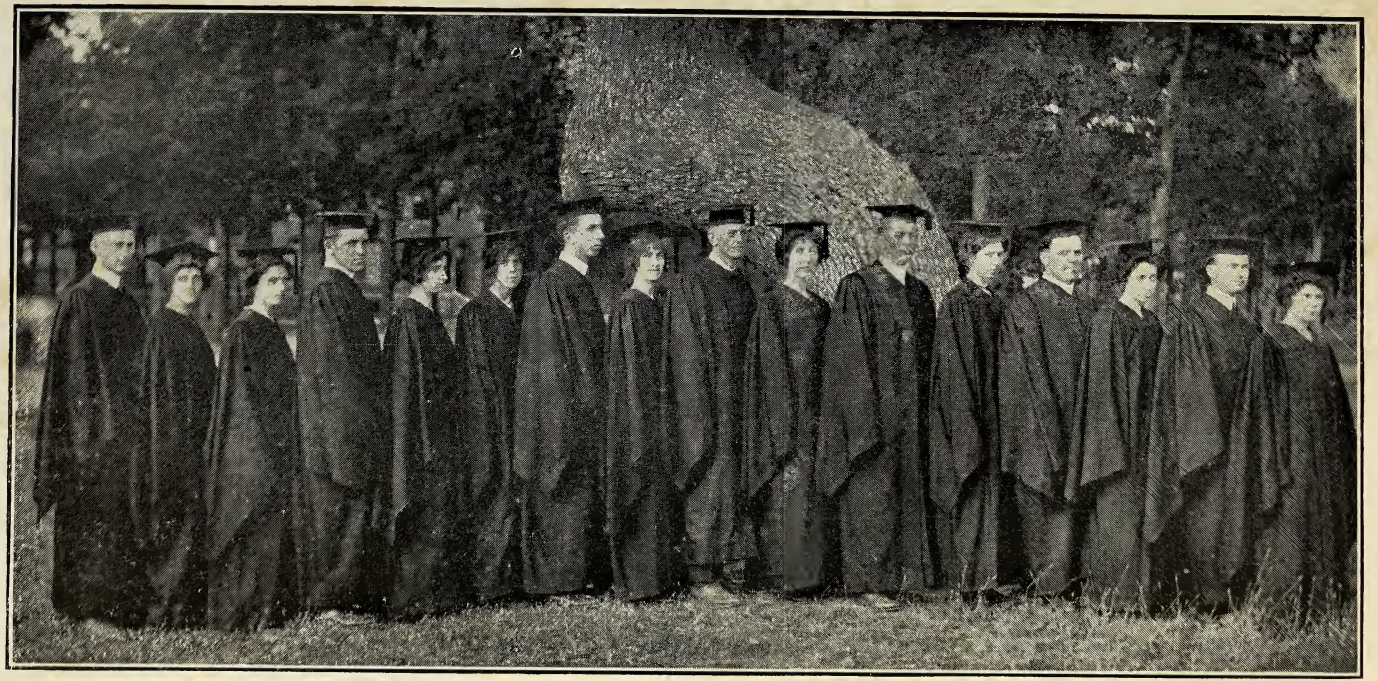
Class of 1914

in Grateful Recognition

of their Devotion

to

Alma Mater



SENIORS IN ACADEMIC DRESS

A Group of the Members of the Class of 1914, Taken on the Day of Their Graduation, June 3rd, Under the Arching Branches of the Grand Old ''Senior Oak'' Facing the West Dormitory—Noble Sons and Daughters They of a noble Mother!

2008.57.1



DR. F. T. TAGG

Whose Powerful Baccalaureate Sermon to the Graduating Class Appears on Pages Sixteen to Twenty-nine Within, a Man Whose Loving Expression of Countenance is Surpassed Only by His Life and Labor of Love and Service to Man and God

Elon College Bulletin

MID-VACATION NUMBER
JULY, 1914

Prefatory Words

THE PURPOSE OF THIS NUMBER

A College ought not to send out a piece of literature without a definite purpose to be accomplished nor without frankly taking its friends into its full confidence as touching that purpose. This has ever been Elon's aim and is the secret of its growth and strength.

The purpose of this number is a composite one. It undertakes to make clear the spirit and life of Elon and to suggest how these interact on each other and enter into the character and tone of the student body. He who deals with spirit and life and character-development deals with mighty issues, yet this bulletin addresses itself to that very task, with poor success it must be admitted and yet with the hope of giving an impression to the thoughtful reader and sympathetic observer of the things for which Elon stands and will ever stand.

Many methods by which this impression could be produced suggested themselves to the writer, all of them good, but only two could be adopted—the appeal to the reader through the understanding by printing certain addresses interpreting the College's spirit and through what the philosophers aptly characterize as the eye-gate by presenting pictures illustrating the life of the College and the spirit that animates it.

FOUNDED OCTOBER 20, 1890

The World-Wide Baraca-Philathea Union

OUR PLATFORM
"YOUNG MEN AND WOMEN AT WORK FOR YOUNG MEN AND WOMEN ALL STANDING BY THE BIBLE AND THE BIBLE SCHOOL"

OUR MOTTO
"WE DO THINGS" "PHILIPPIANS 4:13. I CAN DO ALL THINGS THROUGH CHRIST WHICH STRENGTHENETH ME"

MARSHALL A. HUDSON, PRES.
SYRACUSE, N.Y.

OUR AIM
"A MILLION MEMBERS FOR CHRIST"

Syracuse, N. Y.
May 14, 1914

My Dear Dr Harper,

I want to thank you very much for the splendid visit I had with the students of Elon College. For Nine years I have been trying to get "a million Men" in the Baraca Bible Classes and in that time I have spoken to many colleges. In no college have I been more kindly received than by your students. I found in Elon what I have never found quite so prominent before, a spiritual attitude and desire to learn of spiritual things. There was manifested a desire for a deeper spiritual life and I want to thank them for their attention to my words. I congratulate you upon the splendid spiritual atmosphere that Elon College possesses

Yours for a Million Men

Marshall A. Hudson

Founder of the World-Wide Baraca

TESTIMONIAL OF MR. HUDSON

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The splendid compliment paid the Elon spirit by that superb Christian man, Marshall A. Hudson, founder of the World-Wide Baraca-Philathea Movement, humbles us, but rejoices us at the same time. Mr. Hudson gave this testimonial of his own free will and accord and graciously permits us to print it in fac-simile form and most kindly hopes it will help "your excellent College." Former readers of this publication will readily recall Mr. Karl Lehman's similar compliment, when he described Elon's spirit as "the *most genuinely Christian*" of all the Colleges he had visited in six years as a Field Secretary, whose special duty is to visit Colleges. We give Mr. Hudson's compliment as our frontispiece and hope every reader will accord it the thoughtful consideration it certainly merits.

In the way of further appealing to the reader's understanding we herein reproduce two addresses delivered by President Harper on stated college occasions, the baccalaureate sermon by that deeply spiritual man-of-God, Dr. F. T. Tagg, of Baltimore, and an article by an expert newspaper correspondent, which he wrote for a special edition of the Burlington News and in which he gives Elon its proper setting as the educational light-bearer of Alamance County, whose rays of influence extend throughout North Carolina and penetrate sixteen other states and three nations. We are grateful to The Stroller, alias Mr. J. O. Barrett, for the courtesy of reproducing his splendid production.

The appeal to the eye-gate will we believe be equally as effective and equally true to the spirit of things here, but not more so. The pictures introduce the reader first to the spiritual forces entering into the institution's life, showing views of the various cabi-

nets of the religious organizations. The next group gathers around the literary society life of the College —and no College can boast more efficient societies for literary culture. Then comes the interpretation of the athletic life. Elon is proud of her clean athletics. She has stood for it for a quarter century and is happy now to find a gathering sentiment demanding it in all the Colleges. It is worth while to have stood almost alone for the dawning of a day like this. The final cluster of eye-gate appealers sets forth the life of the College's special departments—music, art, expression, domestic science, commercial branches—strong and efficient and powerful contributors they to that beautiful atmosphere, which thoughtful, earnest men have benignantly described as "the spirit of fair play, of gentility in all things, of moderation and temperance, of mutual helpfulness and human brotherliness, of equality and fraternity and manliness and womanly gracefulness, of emulation in right-doing, of respect for the rights and attention to the obligations of College-mates, of deep and vital piety, of consecrated religious and Christian character"—*The Elon Spirit,*—into the fellowship and uplift of which every student enters as a rich and glorious heritage.

The Making of Men*

Gen. 1:26: Let us make man.

MAN-MAKING EDUCATION'S GREATEST AIM

The crowning act of God's creation was the making of man. The crowning work of education is the same—nay more, the sole work of education is man-making, and every educational institution should pride itself on its supreme privilege to become a *Mater Virorum,* the Mother of Men, and endeavor to achieve this end. The primary school, the grammar school, the high school, the college, the university, the technical school—all of them have their justification for being and lodge their claim for support in keeping with this purpose, and merit praise or condemnation as they further or retard its process. It is a most difficult task—this of the making of men. No machine can do it; no ordinary mechanic can engage in it with success. It is the most difficult work in the world. And to its accomplishment not only education but every department of life makes its prime contribution. To this end every industry, every social organization, every religious brotherhood must contribute, or stand condemned before the tribunal of human progress. To this end the world was created and to this end it now devotes its multitudinous energies. When this work shall have been wrought with such excellence of workmanship as to meet the high expectations of our heavenly Father for man, the world will cease and

*President Harper's opening address delivered to the student body Sunday, September 7, 1913.

the Church be caught up in the air with her Bridegroom, Christ, the Head of the Church.



But the making of men, like the making of any other product, is conditioned by the ideal set before the workmen. And with every generation, sometimes even in shorter time, the ideal changes. It is easy to look back over the past and discern how the ideal man fashioned the educational system of each period, and particularly is it easy to detect the power of this ideal for the great races whose individuality has stamped itself on the world's course of events. The Hebrews, for example, considered the ideal man to be a pious, virtuous seeker after the holiness commanded by Jehovah, and shaped their educational system accordingly. All their schools were Bible schools—what we today call Sunday schools. The Spartans considered that the ideal man should be a splendid specimen of physical manhood —superior to any misfortune and equal to any hardihood. Their educational system was devoted to that end and Spartan bravery, the result of it, has remained a proverb to this day. The Romans regarded the ideal man as the equivalent of the ideal citizen. To them religion was patriotism and their every institution was directed to the production of patriots. They became the law makers of the world because they knew best how to obey the laws they made, and because their schools taught them the laws of their Twelve Tables as the fundamental code of life and conduct. The Greeks, and especially the Athenians, looked at the æsthetic element as the prime factor in the ideal man. Their educational system

gave great space, therefore, to cultural studies, to music, both instrumental and vocal, to painting, to sculpture, to gymnastics, as the means of developing beautiful bodies, and even mathematics was studied and applied to that same end. And their works of art and particularly the statues of their divinities fashioned after their notion of the ideal human creature, some say reproductions of living Greeks, have ever since been the world's admiration for beauty and grace. The early Christians were so possessed with the beautiful thought of the second coming of Christ that they gave their attention to celestial citizenship to the neglect of the terrestrial type. Their education was shaped by their ideal, mystical as it was, and the saints it produced, though in monasteries and nunneries, were marvels of devotion and self-sacrifice for a noble cause. With the Renaissance came the ambition for scholarship, learning, intellectual culture. The ideal man was your man of giant intellect, of prodigious learning—and while occasionally it brought the book-worm, he was atoned for in the splendid array of great scholars that this ideal produced, men of energy as well as of learning, by whom the world greatly profited.

UNSOUND EDUCATIONAL AIMS TODAY

To define the ideal man of our own time is a far more difficult task. I am not willing to believe that the educational reformers who now prate so loudly for the commercialization of our educational system as being the great desire of our people have read the signs of the times aright. Neither do I believe that these would-be reformers would inaugurate their policies, if they were

given a chance, nor would the people tolerate them if they should be inaugurated. These reformers call for practical education, vocational training, specialization—and with none of these do I quarrel. But when they plead for the elimination of all cultural studies —all studies to give us kinship with the past and enable us to project ourselves into the future, in their endeavor to be strictly practical, even the surface thinker can depict under their philosophy only the crassest materialism—a materialism which would limit life to wealth-production and divest it of its esential human qualities. Vocational training too is all right, in its place. But its place, like specialization, is after the liberal education is completed and the chosen field of duty plain. Critics of democracy have always contended that it tends to pull the noblest men down to the level of the lowest, in its vain endeavor to treat all alike. The modern reformers in education certainly merit that opprobrium. Because statistics show that very few comparatively pass from the grammar school to the high school, and because those who fail so to do go into the trades and stores and work-shops, these prophets of the new educational propaganda readily conclude that the high school is fashioned on a wrong basis and that, were it made more practical, these great numbers would remain in it. They were never more mistaken. Those who leave are the children of parents without vision, who wish or sometimes unfortunately need the wages their children will bring, or they are children who despise school and prefer to work instead, or, worse still, to loaf or live a fast social life. A little investigation will reveal that the years closing the grammar grades and the minimum age permissible for child-labor are the same, and this in itself should

give the new-light educational torch-bearers a clue to their problem and point the way to its solution. They are, however, with singular blindness, ignoring this great fact and in their endeavor to reach those whom they cannot reach, throwing away their opportunity to help those who really wish help. In certain sections of our country there are vocational high schools alongside the educational* high school, and the latter, after the glare of the first year or two is vanished, always enrolls more pupils. The same is true of the schools of Germany and of other countries where the two types of high school operate in open competition. Do the reformers know this? And is it for that reason that they wish to do away with the educational high school and put in its place the vocational one? If so, their triumph will be short-lived.

DEMOCRACY ON TRIAL IN PRESENT-DAY EDUCATION

Further evidence that the present-day educational reformers are more concerned about pulling the highest type of man down rather than about lifting the lowest up to his type is found in their assumption that the schools should fit their pupils to fill their place in life, and then in providing instruction in manual arts and bookkeeping as satisfying that aim, with never a mention of the higher forms of social service as represented by the professions. Is it not the State's duty to see to it that the means of education are provided as much for its professional men as for its artisans, and on the same terms? I do not conceive it to be the duty of the State to provide me my special training to be

*I dislike to have to use this word in contrast to "vocational," but the facts seem to demand and language to compel it.



CHRISTIAN ENDEAVOR CABINET

Society Meets Every Sunday Evening. Largest and Strongest College Society of Christian Endeavor in the world. Its prayer-meetings are tense with spiritual power.



MINISTERIAL ASSOCIATION
Meets Every Wednesday Evening

a carpenter or a brick mason or a bookkeeper and to deny you yours to be a lawyer or a school teacher or a doctor or a minister. I do not conceive it to be the duty of the State to provide either of us at its expense with our special training. Our public schools are not *apprentice shops* as the reformers would have you believe, but *schools* and their business is not to produce an artisan nor a professional man, but to give their pupils that fundamental general education that will enable them with greater ease and rapidity and finer grasp to become either artisans or professional men, as each individual's bent may lead him to elect. And when the public schools undertake to depart from this sensible aim, they are meriting the opprobrium so often hurled at democracy—that it cannot produce the noblest type of citizen, but only the average type.

ANOTHER FALSE PRESENT-DAY EDUCATIONAL IDEAL

But to return to the conception of the ideal man in relation to education as he is viewed in our day, we observe that there are two conflicting notions current respecting him—*one that he should get all the educational system can give him with or without religion as he may choose; the other that education without religion is worse than no education.* The issue is plain between these two and every man who goes to school in our day must meet this issue and dispose of it. Our courts have frequently held that religious instruction cannot be given out of the Bible in our public school system, whether of the secondary or higher order and experience has shown that it is not given apart from the Bible in them. Not only can religious instruction

not be given in these schools, but the Bible cannot even be read in many of them. A proposed constitutional amendment in North Carolina provided for teaching the Bible in the public schools, but in the opinion of the ablest lawyers it was worthless. They held that the first test case before the United States Supreme Court would have resulted in having it declared null and void, and so it was never submitted to the popular vote. Those who believe in the ideal man of the former type rejoiced in this disposition of the matter. They wish a man to be educated, with religion left out, or rather in a non-religious atmosphere. Religion is not a separate department in the curriculum: it is a spirit that pervades every study. It is impossible to teach without biasing those taught either for or against religion, and particularly is this true in those studies which involve ethical standards and ideals of life and conduct. A concrete illustration is furnished by the graduating class of one of America's greatest universities—a so-called independent or free institution, in that out of five hundred men only one made any pretense to religious faith, while many Christian Colleges have never graduated any who were not members of some evangelical church. So we see that the ideal of non-religious education is unrealizable, unattainable. It leaves the individual to choose for himself from considerations outside the curriculum, and, if he be religiously inclined, most often in opposition to the teaching the curriculum offers him. And while religion *cannot be* directly taught in the state schools and is not taught in the non-denominational or independent schools of this country, irreligion can be and frequently is taught in them, for while only one graduate of the great university's class mentioned above

out of five hundred was a professing Christian, the overwheming majority of the others were agnostics, infidels and skpetics.

THE TRUE MODERN EDUCATIONAL IDEAL

The second ideal would certainly appear to be preferable—that the ideal man needs all that the educational system, pervaded with religious sentiment, can give him in order best to serve his fellowman. This ideal does not stand for sectarian religious instruction, but for the religious, Christian atmosphere under devout Christian teachers, with not a part but every one of them Christians, thus producing an atmosphere that predisposes every breather of it in the direction of the Christian life. And since the religious element is that which leavens the entire lump of man's nature, this type of College will produce the best type of man—the ideal man, the man imbued with the spirit of the Gospel, which is the spirit of humanitarianism, of helpful service to fellowman. The present day ideal man is the man who can best serve society and human brotherhood. It is undoubtedly the educated Christian man who can fulfill that ideal best, because no man is complete whose religious nature is undeveloped, and no incomplete man can serve his fellowman best.

THE CONSTITUENT ELEMENTS OF THIS IDEAL

The modern educational aim, then, when broadly and rightly interpreted, is a composite of all aims that have preceded it. It contains elements of the desire of the Renaissance leaders for sound scholarship, of the Athenian love of culture and beauty in their relation to life, of the Roman devotion to the welfare of the State, of the Spartan ambition for a vigorous body, of the Hebrew striving to please God, and of the early Christian's anxious endeavor to prepare for celestial mansions, not made with hands, eternal in the heavens. The student who comes to College as if on an excursion for recreation and pleasure, viewing it as a sort of vacation season spent amid delightful surroundings, will not become your ideal man. He must give attention to scholarship. But scholarship is not all of College life. If so, the book-worm would be the ideal product, which he isn't. Attention also must be given to the æsthetic side of life and studies like music, art, expression, literature, philosophy, history, must lend a halo of culture and refinement in order to the best results. Matthew Arnold defined culture as acquaintance with the best that had been said, done, and thought in previous ages, and regarded such acquaintance as essential to correct conceptions of life and duty and adequate enjoyment of the high privilege of living. And he was right, but not entirely so, for life is more than culture, and some of the most cultured men have been the most heartless oppressors of their fellows. Besides culture and scholarship, the ideal educated man of today needs respect for the rights of others and for the majesty of the law, such a devotion to law and the duties

of citizenship as the old Roman education of the best days produced. Our civilization needs this ingredient and needs it sorely, and it is coming, coming particularly among College students who now respect each other's fundamental rights as they did not even a generation ago—and this is one of the most hopeful signs of our times, since College men make the sentiment of our country in large measure. Then the ideal educated man needs, must have, a vigorous body. This is a strenuous age, an age tense with nervous energy, pulsing with life, and exacting on all who essay to do its work. A man with a weak body, in these stirring times, need not expect to attain any other than a mediocre position of usefulness, no matter how brilliant his mind or devout his purpose. Therefore Colleges provide, at great expense, gymnasia and athletic grounds for physical development, and insist that they be used, but not to the exclusion of scholarship, culture, and obedience to regulations needful in preparing for the duties of citizenship and helpful in the process of man-making. The ideal physical man is not the prize-fighter, nor the professional athlete, but your man who combines in Juvenal's fine phrase, "*mens sana in corpore sano.*" But excellent as scholarship is, charming as culture is, beautiful as law-abiding patriotism is, necessary as a vigorous physical manhood is, needful as are all these, they are not enough. That which makes man *man* is that he is made in God's image, is that his is a divine nature, that he is destined to see Him as He is. In order to be a completely made man, he shall need to give heed in his preparation to his divine nature, to the cultivation of his divine attributes, that he may grow in greater likeness to his Father and be prepared to stand before His judg-

ment throne unabashed. The scholarship of the Renaissance, the culture of Athens, the citizenship of Rome, the Spartan manhood, worthy ideals though they are, can never satisfy the higher demands of our divine kinship with God. The old Hebrew was right in His anxiety to do the will of Jehovah and the early Christian was right in his endeavor to prepare for heaven, for we shall need to do God's will in this life in order to inherit our mansion in the celestial city.



Therefore, at the beginning of the College year, let every student resolve to enter honestly, conscientiously, the open door that faces him in giving him opportunity to make himself and his companions into men, into women, — into men and women after the pattern of that divine image which is indelibly stamped upon us all. Nor let any one of you be induced to sacrifice any phase of the opportunity that is offered in this crowning process of man-making to any other, but to develop each in harmony with the other. Resolve to be studious—aim at scholarship. Neglect not culture. Be subject to the demands made by the College discipline, for in so doing you will be training yourself for the best type of patriotic citizenship. Take care of health. Avail yourself of every means of physical development not inconsistent with other claims upon your interest. But above all neglect not your spiritual welfare. It is that which makes you kin to God and should receive first consideration at your hands. By thorough, sympathetic co-operation with each other and the College authorities for these ends, you

shall realize your best self and build up your institution's reputation for doing well its part in that noblest of all processes—*The Making of Men.*

A Life Work and Its Preparation*

Text: Acts 7:22: And Moses was learned in all the wisdom of the Egyptians and was mighty in words, and in deeds.

BY WAY OF INTRODUCTION

We are indebted to the inspired but persecuted Stephen, of the early Christian Church, for the information here given of the great leader of the children of Israel. The interesting history of his eventful life, the unparalleled wisdom of his administration, the unique character of his literary remains, the ever-widening influence of his life-work upon the civilization and progress of the world, confirm the high estimate given us here in this discourse of the inspired disciple. The details of his life history need no mention here. But there are some salient and distinguishing features to be considered that will enable us to illustrate and appreciate the lessons of the hour. His greatness may easily be measured by the quality and permanence of his work. The results of a man's life are a clear indicator of his character and personal force; he possessed the essential qualities of leadership. Trained in an Egyptian court he attained a mental equipment that made him the peer of any of his contemporaries. He was learned in all the wisdom of the Egyptians who at that time were the most advanced people on earth. They cultivated mathematics, architecture,

*Baccalaureate sermon delivered to the graduating class, May 31st, 1914 at 11:30 a. m., by Rev. F. T. Tagg, D. D., Editor of the Methodist Protestant, Baltimore, Md.



Y. M. C. A. HALL

Third-Floor Administration Building. Furnished by the Late Francis Asbury Palmer



Y. M. C. A. CABINET
The Five Men Who Insure the Association's Success

medicine, law, philosophy, state craft and the art of war, and historians tell us they made much progress.

But though reared in the luxuries of a court and in a religion of patheism, he seems never to have forgotten the religion of the Hebrews, nor his knowledge of the true God, and when the time came to decide he did not hesitate. He chose to suffer affliction with the people of God rather than enjoy the pleasures of sin for a season.

It is a magnificent illustration of courage, fidelity, and manliness to yield up princely luxuries to duty and right, and only a princely nature will do it.

HEAD EDUCATION NOT THE ONLY ESSENTIAL

The court training was incalculably important, but it was not sufficient to qualify him for his work. The indignant resentment he exhibited at the needless abuse of one of his countrymen may have been an early intimation of his life-work, but it was also an evidence that he had not yet acquired that self-control which must in the end be the dominant element of leadership. He preserved his faith in God, and was doubtless scandalized and disgusted with the idolatry that surrounded him, but it was not apparently upon religious grounds that he at first stood forth in behalf of his people. He smote the Egyptian because he thought his brethren would understand that God, by his hand, would deliver them; but they understood not. The Hebrews were not ready for their emancipation, but neither was Moses yet ready for his work. His motive was patriotism—a very exalted motive—but not the highest. Very significantly does Stephen say: "It came into his heart, to visit his brethren." God

had not yet sent him. He did not yet comprehend the full import of the divine purpose for which he was preparing. He wanted to be a political emancipator. God was preparing him for a religious reformer. He was not yet ready for his work. He had passed through the educational period. Now there was a school of trial, obscurity, and discipline, a striking illustration of the truth that a man does not always enter at once upon the work that is at last to be the grand and distinguishing labor of life

THE HEART ALSO MUST BE EDUCATED

His first school was the court of Egypt, where he became learned in all the wisdom of the Egyptians, their history, and traditions, their civil and religious institutions. As Saul was brought up in the pharisaism he was afterwar to expose and demolish, as William the Silent was trained in the closet of Charles V, and at the court of Philip II, to become the liberator of the united provinces, so Moses was brought up in the very midst of those evils against which his whole system was a protest, and out of which he led his kinsmen into truth and liberty. Then came the mountain and desert training. This did not only serve to develop hardihood and physical courage. It became a period of meditation and communion, of self subjugation and discipline. The solitudes and silences of his mountain home were of no less value than his schooling in the court. He combined discipline with acquisition. He added moral power to mental vigor, and wedded peerless meekness to decision and indomitable courage.

THOROUGH PREPARATION REQUIRES TIME

Preparation for a great life-work may require more time than its accomplishment. Angelo may throw upon the canvas a marvelous creation in two or three months, but behind it is a lifetime of training and discipline. The great Bunker Hill oration was delivered in two hours, but Daniel Webster is himself authority that back of it was twenty-five years of schooling and training and experience. Moses was eighty years in preparing for his life-work, which was accomplished in forty.

THEN THE LIFE'S WORKMANSHIP WILL ABIDE

That which is the result of such lengthened preparation is abiding. Moses' work has been increasingly felt during three milleniums and is actually more potent now than ever before. We stand amazed before the tremendous results. On its civil side it was the formation of a mighty nation out of a horde of slaves. On its political side it was the enactment of a code of laws which is now the admiration of every jurist, and which has come to some of its most glorious fruitage in the organization of our own republic. On its literary side it was the production of a book in which the grandest subjects that can occupy the human mind are treated in a style of simple sublimity, and the history of the beginnings is written with a sympathetic vividness that seems to transfer us into the midst of the scenes it describes. On its religious side it was the inauguration of a system of worship which conserved the truth with regard to the unity and sovereignty, the spirituality, and holiness of God. The system contained within itself,

in symbol, all those spiritual realities which are now set forth in the character and gospel of Jesus Christ. The theocrasy of the Jews had its birth there. The seeds that subsequently flowered out in Magna Charta and the Declaration of Independence were planted there. Here is the fountain head of history, the organization of the church, the morning star of liberty, and civilization. Infidels may carp and sneer at the "Mistakes of Moses," but his great life-work was neither a mistake nor a failure. It is incorporated in the best civilization of the ages and next to Jesus Christ, stands foremost in the march of progress.

GOD DESIGNS EACH FOR A WORK; GET READY FOR IT

In the orderings of Providence it is intended that every man shall find a peculiar and distinctive life-work. He is endowed with aptitudes and predilections, with faculties and adaptations, and when he attains to the greatest of all knowledge, a knowledge of himself, he will find his place in the ranks of life. The talent is the call. There is one direction in which all space is open to him. He has faculties silently inviting him thither to endless exertion. Emerson says, "He is like a ship in a river, he runs against obstructions on every side but one, on that side all obstruction is taken away and he sweeps on serenely over a deep channel into an infinite sea."

Life must have a definite direction, it cannot reach an ideal, it cannot accomplish anything above the vulgar and the common-place without a controlling motive. It will be like a letter dropped into a box without an address. It is equipped with all that is necessary to carry it forward—vitality, energy—the power to be or to do, but it lacks the one element of direction. Too often, alas! it goes to the dead letter office of disappointment, crushed hopes and final disaster. Life is meaningless without a goal. It is sailing without a chart or compass. True there are thousands who drift along, and many are more or less comfortable, but is man, with all his endowments and possibilities, to be only driftwood?

WITH HIGH MOTIVES BEFORE YOU

What a man does, that he has himself entered into, and cannot be taken from him. To his taste, and adaptation, all things are open that he needs. To what enters into his appointed life-works he has the right of eminent domain. Everywhere he may take what belongs to him nor can all the force of men hinder him from taking so much. Nor can he take more though every door were open to him. Nor can he do what he has not the preparation for doing. Preliminary to all great and permanent achievements there must be an adequate training, not only in the courts of learning, but in the mountains of difficulty where caution tempers impetuosity, where antagonism develops courage and

AND REMEMBER A MAN CAN ACHIEVE ONLY WHAT HE IS PREPARED FOR

capability, and where inadequate resources stimulate the inventor of successful agencies.



In the silence and solitude of that inner life which must always be isolated except as God is admitted into it there is the first and greatest conquest to be made; the conquest of himself. "He that hath no rule over his own spirit is like a city that is broken down and without walls." An Alexander may conquer the world, and yet be so much a slave to passion as to murder his best friend. The spirit of Solomon's maxim has entered into the ethical philosophy of all nations. In one of the odes of Horace this thought is finely expressed;

> "By virtue's precepts to control
> The furious passions of the soul,
> In ever wider realms to reign
> Unenvied Monarch, than if Spain
> You could to distant Silya join
> And both the Carthages were thine."



Beyond this self-conquest, courage cannot extend. This is complete sovereignty. A man reaches that commanding and glorious exaltation when all his passions and impulses become willing servants of his judgment and conscience. But such a miracle can come only from personal contact with God. Somewhere the burning bush must be found, and the voice of God must be heard. This divine conquest in which all the achievements of real manhood centre will hear the voice of God saying,

"Certainly I will be with thee." He has caught the divine fire. He is panoplied in the divine armor. He is filled with the divine spirit, and with the great apostle he can say, "It is no more I that do it but Christ that dwelleth in me." No man ever reaches the climax of his greatness, until he becomes acquainted with himself, talks and counsels with—respects—thinks for—acts for—goes to school to—sacrifices for—masters—crowns himself. No man has ever made the world better by learning his last lesson in any other school. Such a man will be mighty in words and in work. What he says may make a Felix tremble on his throne, or sound the knell of doom into the very ears of a sensual and dissipated King. He becomes a prophet to his contemporaries, and speaks as one having authority. Personality is the soul of utterance. Speech only gives expression to personality. Character is the latent heat of words. The man behind them gives them their momentum and projectile force. Our inner life molds our language and is molded by it in turn. What, then, is our inner life? In the exigencies of life; in the unexpected and sometimes embarrassing crises of life, we cannot pause to think and to weigh words. If then this disciplined and chastened character, experiences the divine afflatus that gives him in that same hour the words he ought to utter, he becomes irresistible in logic and power. There is then for us no resource but to make ourselves whole, to see to it that our lives shall be so marked that what we say and do shall be dominated by, and shall express, the sum of what we are. We can only realize the power of words, when used by one who can make them do his bidding. You can go to our forts and see cannon balls piled up in pyramids, but they

are harmless. It is when the powder is put behind them and touched off by the spark of fire that they speed, but they speak in thunderbolts. Words in the dictionary are gathered into columns, and piled up in tiers, but they are harmless. It is when they have behind them the power of a living personality and are touched by the vitalizing spark of genius, that they leap into life, and become endowed with resistless energy. Let them be used by the mighty enginery of thought that is found in the brain of a Paul, a Milton, a Webster, or a Gladstone, and they become dynamics, to demolish error, establish national causes, and give immortal life to great humanitarian movements.

WHICH HELP MAKES THE REAL MAN

O to be a man, seeking to be true to the truth, true to righteousness, true to a quickened conscience, true to God! No shams to modify the full-orbed character, no conceit to blur the dignity of the soul, no fickleness to modulate the music of his life! To be shorn of all the world that death will take away, and stand as Moses stood in the solitude of the mountain with his life-work well nigh completed, and with nothing but his own unparalleled personality to project him into all the future! O! my friends, if we are ever to be called by the Master to witness transfigurations, or to ascend in chariots of triumphs, we must have personalities like Moses and Elijah and Paul, and Luther, and Savonarola. We must live in a way to send our voices before us into the unrevealed future. If we would be prophets to our day and generation, our words must enter into the organization of society. The



Y. W. C. A. CABINET
The Ladies Who Plan for Their Association's Progress and Growth



THE SELF-GOVERNMENT BOARD, ALUMNI BUILDING

Each Dormitory for Men Has Its Board of Governors, Who as Representatives of Their Fellow-Students and the Faculty Counsel for Good-Government in the Respective Buildings, Teaching the Young Men Practical Lessons in Good Citizenship and Fitting Them for Civil Life

moral forces of the community, and the administration of government, and man's personality must give force and character to his utterances. Carlyle said, "A word spoken in season, at the right moment is the mother of ages."

A man's biography is the true criticism by which the force of his words must be measured. As that becomes impressive, as its activity and utility emphasize and illuminate the utterance, it enters into the construction of society and the progress of life. When we come to know what a man lived for, what he aimed to have, and what he aimed to spend, we find in that the magic rule that made him what he was. No life can be a failure when it enables us to recognize the message which God meant in its mission, endowment and activity.

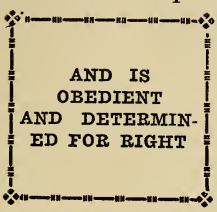


No inactive life can be either good or useful. Activity is an infallible sign of vigor and health. Beulah land is a land of misery except for those whose used-up faculties demand rest. It is the "old man's land" and is altogether unsuited to those who are in possession of health, energy, and laudable desire to be useful. Activity must be properly directed. It requires activity and effort to pull down a house, as well as to build it. St. Paul was as energetic in persecuting the church, as he afterward became in building it up. The homely maximum, "Be sure you are right and then go ahead," has a vast amount of rational philosophy in it. No life-work can be great until its motive and purpose are deserving and meritorious. We must not ask how to become rich or gain notoriety. These

misers and tyrants may acquire, and these other misers and tyrants may take away. You may become rulers, (but there are a million chances against you), but there are no impassable barriers to the qualities of character that fit a man for usefulness and eminence. Crowns may be placed on the wrong head. The bias of the multitude, the unrestrained impulses of the maddening crowd, the rashness and indiscriminating enthusiasm of the majority may put the sceptre in the wrong hand, but future generations will always put it where it belongs. The martyrs of one age become the heroes of the next.



Paradoxical as it may appear, the first step toward a truly noble life is humility, the recognition of our limitations and fallibility. Arrogance and assumption, conceit and vanity are the infirmities of small and immature men. Moses at forty was ready to accept leadership in the emancipation of Israel. At eighty, when he had learned humility in the school of experience, he was prepared to furnish all sorts of excuses to escape the responsibility. When Paul was a sinner he thought himself blameless. When he passed through the hard experience that made him the greatest of the apostles, he called himself the chief of sinners. Exaltation through humility was one of the greatest lessons that Jesus ever taught. He humbled himself, and his followers were told that whosoever would be great must minister, and whosoever would be the chiefest of all must be servant of all. This is the irrevocable law: "He that humbleth himself shall be exalted."

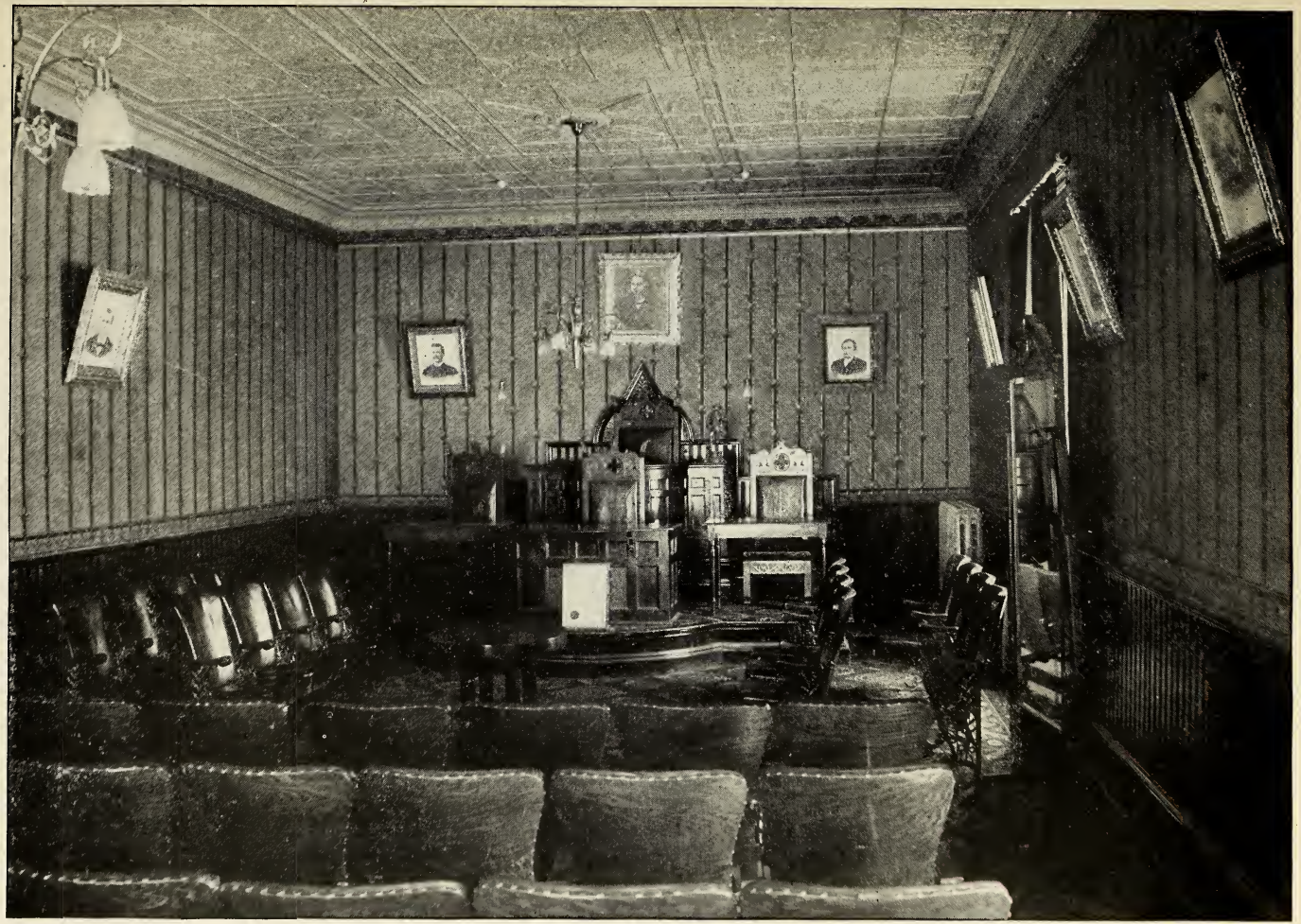


The next step is obedience—not specially to arbitrary rules, but to the inflexible laws which govern every progressive step of life. This is the secret of Christ's Kingship. "He became obedient, wherefore God hath highly exalted him, and this the secret of all command, obedience to the laws upon which growth and power are founded. To be a scholar one must do far more than obey the rules of the school. He must obey the laws of mentality and scholarship, and these are all rooted in himself. The condition or law of a peaceful life is submission to the laws of meekness. Blessed are the meek, for they shall inherit the earth. Only as he is obedient will he triumph, for by this means only can he take his own out of the multiplicity that sweeps and circles around him. "We need only obey. There is a guidance for each of us, and by lowly listening we shall hear the right word." It will direct us to a reality, a fit place, congenial duties. Place yourself in the middle of a stream of wisdom and power, which animates all whom it floats, and you will be happily impelled to truth and right, to usefulness and success in the ranks of life. One has wisely said, "By contenting ourselves with obedience we become divine." As we veer from this we lose not only the opportunity, but the ability to work out the problems of our life-work. Finally there must be a firm and inflexible decision. No irresolution that halts between two opinions. No infirmity of purpose that may yield at last to unexpected opposition; no timidity that shrinks from suffering or sacrifice. If the alternative of a luxurious court with its sinful pleasures, or enduring affliction

with the people of God, is presented, there must be no hesitation or uncertainty in the decision. We cannot stop to consider what is safe, or what is profitable, or what is popular. It may be very agreeable to vanity and pride to be a flattered prince of a royal court, but it is divine to become an inspired leader to break human chains and lead his fellowmen to some Canaan of knowledge, rectitude of happiness. Difficulties however great, oppositions however pronounced, only serve to fire the arm, and quicken the faculties of the hero whose decision of character and invincible energies are unalterably fixed upon the ac-accomplishment of his life-work.

THEREFORE KNOW NO DISCOURAGEMENTS IN PREPARING FOR LIFE

A Milton may be blind, but that cannot deter him from soaring into the high and lofty place where Paradise Lost is found. An imprisoned tinker gives us Pilgrim's Progress, and a martyred Paul gives the Gospel of Salvation to a Gentile world A vacillating man, no matter what his abilities, is invariably pushed aside. It is he who resolves to succeed and with every fresh rebuff begins resolutely again, that reaches the goal. It may drive him to the mountains, but there he will meet with God and come down with shining face, and new vigor for the fray. One of the most magnificent biographical sketches in the Bible is this, "And thus did Hezekiah throughout all Judah, and wrought that which was good and right and truth before the Lord his God. And in every work that he began he did it with all his heart and God prospered him." Here is the secret of a true and successful life-work. Do what is good and right and true with an unflinching



PHILOLOGIAN LITERARY SOCIETY HALL
Meets Each Monday Evening and Tuesday Afternoon



A GROUP OF PHI. BOYS



PSIPHELIAN LITERARY SOCIETY HALL
Meets Each Monday Evening



A GROUP OF PSIPHELIANS



CLIO LITERARY SOCIETY HALL
Meets Each Monday Evening



A GROUP OF THE CLIO BOYS



THE BASKET-BALL SQUAD

Winners of 1914 State Collegiate Championship



BASKET-BALL AGAIN

The College Has Two Gymnasia—One for Young Ladies and Another for Young Men—Both Containing Excellent Basket-Ball Courts

purpose, and if you modestly shrink from it because it seems too great for your powers, you will hear the voice of God saying, "Certainly I will be with thee." And when the infinite arm of God sustains the finite arm of man, nothing is impossible.

Elon College---the College of Alamance County*

ITS REMARKABLE HISTORY AND DEVELOPMENT. MAGNIFICENT EQUIPMENT. BEAUTIFUL SPIRIT. HIGH COMMENDATION

ALAMANCE COUNTY PROUD OF ELON COLLEGE

Elon College is an Alamance County institution—one that the county is proud of and justly so. It opened its doors on September 2, 1890 and closed its 24th annual session on the 3rd of this month. These twenty-four years have been remarkable for the changes they have brought and the growth and development attained, until today old Alamance, the scene of the first armed resistance to British oppression, can point the finger of pride to her College and invite the ambitious, forward-looking young people of every section to take advantage of the unexcelled advantages to be enjoyed in her classic walls.

EARLY BEGINNINGS

The General Assembly of North Carolina chartered Elon College on March 11, 1889. On May 7th of that year the first shovel of dirt was removed for the foundation. An May 20th of that year, the historic day of the Mecklenburg Declaration of Independence, a day sacred, if not authentic in Tarheel annals, the first brick was laid for the

*Reprinted by special permission from the Industrial Edition of the Burlington News. Written by Mr. J. O. Barrett, of the News reportorial staff. This article is so timely that it deserves a wider reading than the 50,000 News edition gave it. We herewith express our sincere appreciation of its discriminating taste and wise insight into all that constitutes the real Elon.

Administration Building. On September 2nd of the next year the first session began with seven teachers and 106 pupils. The enrollment for the year just terminated was 386 and the faculty numbered 22 members. In 1890 the College plant consisted of the Administration Building and the East Dormitory, both in unfinished state and there were no conveniencies. Today there are six massive brick structures on the campus and a co-operative boarding hall of frame construction adjoining it on the College lands, representing an investment of $300,000, with every modern improvement for health, convenience, and comfort. There is also provided beyond the funds from tuition and fees an income in the way of endowment on $150,000. Surely this is a record that it would be difficult to duplicate.

But Elon College began in spirit in 1852 when John R. Holt opened the famous private school of high school grade in Graham, N. C., which in 1857 was chartered under Prof. W. H. Doherty's leadership as Graham Normal College. Later Dr. W. S. Long, founder and first President of Elon College, became the executive head of the Graham Normal College and remained its talented leader till he transferred it to Elon College in 1890. The Graham Normal College was a great power in Alamance County and the Old North State. Many of the leading men of North Carolina's public life today were nurtured there—among them Dr. W. W. Staley and Dr. E. L. Moffitt, former Presidents of Elon, President J. I. Foust, of the Normal College, Henry Jerome Stockard the poet, Judge Benjamin F. Long, Col. R. L. Holt, Dr. J. W. Wellons, and hundreds of others. Many students came to it from Virginia and a few from Georgia and Alabama. Elon entered into the

heritage of thirty-eight years' success at Graham and now draws here patronage from seventeen states and three nations.

THE COLLEGE PLANT

The Elon plant is one of the most modern in the country. Every building is modern and modernly equipped. The addition of the 50,000 gallon steel tank recently, taking the place of the wooden tank above the West Dormitory, has given the College an ideal water supply and adequate fire protection at once. The steam heat system is of the automatic vacuum type constructed by the Warren Webster Co.—one of the best on the market—and gives perfect satisfaction. Every building is equipped with bath and sewer facilities of most approved type and quality and electric lights from the College Power House give a completeness to the equipment that is unsurpassed. Surely there is no College so agreeably situated for the best results. Here is an ideal equipment—with telephone, telegraph, and express connections, with every passenger train stopping and with full mail service, a town that is of the busy modern world but not in it, combining all the advantages of city life with all the inspiration for study and development of the good old country—surely a College so situated is in position to render the best service to the young men and young women who seek its influence and culture.



THE 1914 BASE BALL TEAM

One of the Fastest College Aggregations in the South



YOUNG LADIES' TENNIS CLUB

A glance at the equipment in detail will not be out of place at this point and it briefly follows:

THE EQUIPMENT IN DETAIL

THE ADMINISTRATION BUILDING: This was the first of the College buildings to be erected. It is a substantial brick structure 129 feet long, 57 feet wide, three stories, with an octagonal tower in front 25 feet in diameter and an observatory on top. The tower is 70 feet high. This building contains recitation rooms, lecture halls, President's office, Bursar's office, laboratories, literary society halls, Y. M. C. A. hall, the College auditorium, museum, library and reading room.

THE WEST DORMITORY: This handsome structure is a beautiful three-story press-brick building, 158 feet long and 46 feet wide, and has capacity for 120 young ladies on the second and third floors, besides having on its first floor rooms for the lady members of the Faculty, the matron, the housekeeper, music studios and practice rooms, expression studio, guest rooms, and reception halls. On its third floor is the infirmary.

The annex of this building, which is 80 feet long and 40 feet wide, two stories high, contains the College dining hall, young ladies' gymnasium, art studio, kitchens, storage rooms, servants' rooms, etc.

A handsome three-story porch, 140 feet long and 10 feet wide, just erected on the north side of this dormitory, adds much to its convenience and comfort as a home, and also provides adequate fire escape facilities in case of an emergency.

THE EAST DORMITORY: This was the first dormitory

erected and was at first used as the home of the young ladies. Since the erection of the West Dormitory in 1905-'06, it has been a home of the young men. It is a brick structure, 40 feet wide, sixty feet long, three stories high, and has a wooden annex one story high, containing a few rooms for dormitory purposes and shower baths and lockers.

THE POWER PLANT: This is a two-story brick structure, 35 by 45 feet, and supplies electric light, steam heat, and water for all the College buildings, the campus, the village and the citizenship of the community. Just to the rear of the power station is the deep well recently bored and which supplies such an abundance of pure water for the College and its bath and sewer systems. During 1913-'14 a modern machine shop was constructed north of the power plant and adjoining to it, and a 50,000 gallon steel tank on a steel tower erected west of it.

THE ALUMNI BUILDING: This is a four-story, press-brick building 125 feet long and 65 feet wide, with every modern convenience. It is one of the latest additions to the College buildings for dormitory purposes and is architecturally imposing and prepossessing. All beds in it are individual. This building is the gift of the Alumni of the College to their Alma Mater.

THE LADIES' HALL: A two-story brick building known as the Ladies' Hall, was erected during the summer of 1913, northwest of the West Dormitory. It has capacity for sixty-four inmates and furnishes living expenses for young women at actual cost. All modern conveniences are in this building also.

THE YOUNG MEN'S CLUB HOUSE: In the summer of

1912 the College erected the Young Men's Club House, with accommodations for thirty-six boarders and with bath and electric light conveniences. The College rents this house, furnished and supplied with light and water for the nominal rental of $100 per college year.

THE LINCOLN INFIRMARY: On the third floor of the West Dormitory an infirmary has been fitted up and equipped by the generous assistance of Dr. J. E. Lincoln, Lacey Springs, Va., and Mrs. S. W. Lincoln, Broadway, Va. It has not been found necessary to use it since its equipment, but the College has it in case of need.

THE MUSIC STUDIOS: On the first floor of the West Dormitory have been fitted up the four music studios. The director's studio is a double parlor; the other three are single rooms. These studios are elegantly appointed.

THE ART STUDIO: This studio has been recently furnished and supplied with models, casts and other necessary equipment. It is situated on the second floor of the annex of the West Dormitory.

THE EXPRESSION STUDIO: On the first floor of the West Dormitory, recently refitted and elegantly adapted for its purpose, this studio furnishes a becoming home for the Department of Expression.

DOMESTIC SCIENCE KITCHEN: On the first floor of the Alumni Building an elegant and completely modern kitchen has been equipped for the Domestic Science Department. Gas ranges are used and all the ware and furniture are of the most approved style.

THE YOUNG LADIES' GYMNASIUM: The Young La-

dies' Gymnasium is in the annex of West Dormitory, on the second floor, and is a room 40 by 50 feet. It is fitted up with the latest gymnastic appliances. Here volley ball, basket ball, and other indoor games for young ladies are engaged in and here the young ladies have their daily physical culture exercises.

THE NEW MEN'S GYMNASIUM: The new Men's Gymnasium is on the second floor of the Alumni Building and has a floor space of 100 by 60 feet. The floor is of Michigan hard maple and the gymnasium itself is equipped with every appliance known to the gymnastic art. Competent critics have pronounced it to be the best gymnasium in the State, and no expense has been spared to make it so.

THE COLLEGE DINING HALL: The College Dining Hall, furnished by Mr. G. W. Truitt, Suffolk, Va., is on the first floor of the annex of the West Dormitory. Young men enter this hall from a doorway on the outside of the annex, young ladies from the first floor of the main building. The dining hall has capacity to accommodate 240 guests.

THE COLLGE DAIRY: In order that the milk and butter supply of the College may be pure and cleanly and convenient, the College has equipped a dairy and provided churns, separator, and other necessary equipment for an up-to-date dairy. The dairy has been in operation since 1907-'08 and supplies a long-felt need in the College equipment.

LITERARY SOCIETY HALLS: The three literary societies each have commodious and elegantly appointed halls in the Administration Building. The young ladies' society hall is on the first floor and both the

young men's halls on the third floor of this building. Each of these halls cost one thousand dollars.

Y. M. C. A. HALL: This hall is on the third floor of the Administration Building. It is well situated, lighted and heated. It has organ, song books, handsome chairs and carpet. The furnishings for this room were donated by the late Francis Asbury Palmer.

FURNITURE: All the College dormitory rooms are well furnished with plain, but durable furniture. Iron beds are used entirely in the West Dormitory and the Alumni Building and are taking the place of the oak beds of the East Dormitory and the Young Ladies' Hall whenever new furniture has to be purchased. The furniture is uniform in quality and quantity and costs $45.00 per room. Individual beds only are used in the Alumni Building, but there are two men to the room.

BATHS: There are bath rooms on each floor of the East and West Dormitories and water conveniencies on each floor of all the dormitories. In addition, three shower baths, with appropriate lockers, have been provided in the annex of the East Dormitory, and five showers with 117 lockers on the first floor of the Alumni Buliding.

ATHLETIC FIELD: The College has a convenient athletic ground of four acres on East College Street. It has baseball ground, grandstand, track, etc. There are a number of tennis courts both for young ladies and young men at various places on the campus.

FIRE ESCAPES: Fire escapes have just been placed on the East Dormitory and the Administration Build-

ing and a three-story porch built to the West Dormitory, which, according to the Deputy Fire Insurance Inspector of North Carolina, gives the College plant adequate protection in case of fire. The College water system also furnishes protection from fire. The Alumni Building and Young Ladies' Hall are also adequately protected against danger from fire.

THE MUSEUM: The Museum occupies a spacious room on the third floor of the Administration Building, and has an interesting collection of curios, minerals, and animal life. This is always one of the most popular centres of attraction for visitors on all occasions.

THE LABORATORIES: The College has the following laboratories:

Chemical Laboratory—The Chemical laboratory is well-equipped with tables and desks and general apparatus for the use of students. In the Alumni Building, first floor.

Physical Laboratory—In the Physical Laboratory all the apparatus is in good condition, well adapted to necessary experiments. In the Alumni Building, first floor.

Biological Laboratory—A Laboratory in Biology, for Zoology, Botany, and General Biology, has been provided with the necessary apparatus for doing elementary work. At present the laboratory is supplied with dissecting instruments, miscroscopes, microtome and reagents for each student. In the Alumni Building, first floor.

The Museum is accessible to the students in Zoology, Botany, and General Biology, and here they find numerous specimens of animals, birds and in-

sects that tend to stimulate interest in investigation.

Geological Laboratory—Students in Geology find in the Geological Laboratory numerous specimens of the various kinds of rock and minerals studied. They are expected to make collections of the many specimens of rock to be found in the vicinity of the College. The Museum is useful to them. In the Administration Building, third floor.

THE LIBRARY: The College has a well-selected Library. An addition of carefully selected books is made to the Library every year. We earnestly desire donations of books and of money to this department, to increase its usefulness.

The Library is open under the Curator's regulations from 10 a. m. to 5 p. m., and also from 7 p. m. to 9 p. m. each day for the benefit of students in all College departments. The accommodations are being constantly improved, making this one of the most enjoyable and profitable features of the institution.

Many valuable donations to the Library have been made by friends from time to time since the opening of the College.

THE READING ROOM: In addition to the Library, the College maintains an excellent Reading-Room, supplied with the best magazines, weekly and daily journals, which keep the students in touch with the current thought and issues of the day.

HIGH EFFICIENCY AT LOW COST

One of the most striking features concerning Elon is the high efficiency that is arrived at and the moderate rates to students. A fourteen unit standard entrance requirement is maintained and the full four year standard degree course is offered. The College has taken such a high rank for scholarship that the greatest American universities admit its graduates to their graduate, technical, and professional schools without examination on the same terms as they grant to the graduates of their own College departments. The Elon men and women have always made good in their university study and in the various professions of life into which they have entered. They attribute their success to the high standard of scholarship for which their Alma Mater is justly distinguished.

UNEQUALED RECORD FOR HEALTH-FULNESS

The health record is an enviable one. Elon is situated on the divide between Haw River and Alamance Creek, the water falling on the south of the campus finding its way by natural drainage into Alamance Creek and that on the northern side to Haw River. The temperature is normal and so is the rainfall, as in all the county. These items make for good health, but they do not explain all. Good, substantial food served at regular hours, pure water from the College deep well, strict observance of the laws of sanitation, the proper use of disinfectants, the very satisfactory sewer arrangements, and systematic physical exercise under the directors of the two College gymnasia combine with superb natural



THE BIG SEVEN IN TENNIS
1914 Season



A GROUP OF THE MUSIC PUPILS

This Department Has Four Teachers and One Hundred Pupils

advantages to make Elon a veritable health resort. There has not been in 24 years a serious outbreak of sickness. Typhoid fever has never developed in one of the College buildings. During the past eight years there has not been a single death in the student body which has numbered nearly four hundred—a remarkable record when it is considered from what diverse sections the Elon student body comes. There is no medical fee, because there is no need for any, and while there is an infirmary, it has never been used.

AND RATES THAT CAN'T BE DUPLICATED

The cost always enters largely into College education, which is proverbially costly. This item is reduced to the minimum at Elon. The co-operative boarding houses—one each for young men and young women—place board and other living expenses at cost. Last year the Young Ladies' Co-operative Hall supplied all living expenses, including laundry, to each girl at the extremely low rate of $60.67. The Young Men's Co-operative Club provided table board at $60.25 to each member. Tuition is $50 the year, and the College fees $20.00. The College Boarding Department operates on the hotel style, with waiters and excellent cuisine, and supplies all living expenses for $125.00 to $135.00 according to location of room. The total necessary expense, therefore, for the year for board, room, heat, light, baths, servant's attendance, tuition, and fees will range from $130.25 to $205.00—which is the lowest published rate for any standard College in the South. At such a rate as this, and with abundant opportunity for self-help, there is no reason why any young man or young woman should be denied the blessings of a thorough

College education, and Alamance County should rejoice that it has such an institution in her borders dispensing culture and education at the very lowest rates.

UNEXCELLED SPECIAL DEPARTMENTS

Besides the regular four year degree courses of the College Department proper, Elon also maintains special departments noted for their thoroughness and efficiency—in music, including piano, voice, pipe organ, band instruments, violin, and harmony; in fine arts; in expression; in domestic science; in normal training; and in commercial branches. Special culture studies by unanimous agreement count for most when pursued in the intellectual environment of college life and that explains the large and increasing popularity of Elon's special departments.

THE ELON SPIRIT

But the characteristic of Elon of which the county and State should be most proud is its spirit. The Elon spirit is far-famed and is just such a spirit as you would expect a highest grade college on the historic soil of Alamance to possess. No one can visit the institution without feeling its influence and no student can long live under its winning, moulding power without imbibing it. It has been appropriately described "as the spirit of fair play, of gentility in all things, of moderation and temperance, of mutual helpfulness and human brotherliness, of equality and fraternity and manliness and womanly gracefulness, of emulation in right

doing, of respect for the rights and attention to the obligations of college mates, of deep and vital piety, of consecrated religious and Christian character." Such an atmosphere, pulsing with such a spirit, all will agree, would seem to be an ideal condition for the unfolding of young life and the budding into fruition of womanhood and manhood of the highest, noblest type.

TWO GREAT TESTI-MONIALS

Before closing this sketch it seems only proper to quote what two of the world's great spiritual leaders have had recently to say of our Alamance County College. We know what we have in Elon, but we are not the only ones who know. Karl Lehman, the Inter-State Christian Endeavor Field Secretary, Boston, Mass., makes it his business to visit colleges. He has travelled around the world and besides has visited practically every college in the United States. Here is his testimony of our College: "Of all the colleges I have visited in my six years as an Endeavor Secretary, the spirit of Elon College seems to me to be *the most genuinely Christian.*"

The second testimony comes from that noble man of God, Marshall A. Hudson, Syracuse, N. Y., founder of World-Wide Baraca, who gave up a business in which he was fast becoming a millionaire in dollars to engage in a campaign to win a million men to Bible study through the Baraca Class, a man whose business is the propagation and promotion of the spiritual life. He visited Elon this spring and he bears unsolicited this word of high praise for its beautiful spirit: "In no college have I been more

kindly received—I found in Elon what I never found quite so prominently before, a spiritual attitude and desire to learn of spiritual things. There was manifested a desire for a deeper spiritual life. * * * * I congratulate you upon the splendid spiritual atmosphere that Elon College possesses."

When such high commendation from such eminent sources as these comes unsolicited, it should occasion no surprise if Alamance people evidence ever a deep concern for Elon—their own College—and enter enthusiastically into every movement for its progress and development. And that pride and concern are most substantially attested by the fact that more college sudents from the home county are enrolled in Elon, than in all other colleges combined. Yes, Alamance County is proud of Elon's record and of her part in it, and will continue to support it in every legitimate and wholesome manner.

The Contributions of College Life*

Joshua 3:4: Ye have not passed this way heretofore.

THE PECULIAR POSITION OF THE COLLEGE MAN

The Class of 1914 has attained a worthy ambition, an ambition first entertained four years ago and wrought out in anxious joy and sweet fellowship during the intervening days and months. Today each member of this class enters upon a new responsibility amid strange surroundings, but he enters upon it as one of a marked and favored section of our people, looked to by all with large expectation of great service—an expectation resting on a sure foundation. One of each six hundred of our population enters College: one in about twenty-five hundred graduates from College. If College education means anything, the fortunate men and women who have achieved it certainly have a tremendous lead in the race of life.

LARGE EXPECTATIONS RIGHTLY CENTER IN HIM

And we know from experience that they do have this advantage and that they retain it. The few supermen, who, like Lincoln, mount to greatness without College education, by their very fewness, establish beyond doubt the universality of the principle. Their examples can inspire us to do our best, but we cannot afford to emulate their lack of education because we cannot be sure we are

*President Harper's baccalaureate address, delivered to the Class of 1914 on the evening of May 31, 1914.

as richly endowed as they, and, if we were sure of it, education would help us to achieve greater things and good judgment would suggest that we avail ourselves of it. When we consider that practically all the great names of American history, past and present, represent the Colleges of the land either as full graduates or as those who dropped out, we begin to understand the real meaning of the commencement occasion and to appreciate why the people generally take such deep concern in it. They know and so do we that the College graduates are the destined leaders of the nation and that our country's hope centers in them. The College graduates hold in their hands the key of our future national prosperity and to them our eyes anxiously turn with hope and confidence.

WHAT COLLEGE SHOULD DO FOR A MAN

But why? What does the College curriculum do for a man that his chances of leadership and usefulness are so enormously multiplied? Is he not the same man at the termination of the course as at the beginning? If not, what has produced the difference, for he looks much the same? This is an engaging theme, one that has been discussed on many occasions, and with much disagreement among the doctors. The best that can be done under such circumstances is to give expression to one's own faith, based on experience and observation. Judged by this norm, the College course fits a man for leadership in life's work by giving his life perspective, by enlarging the horizon of his vision, by cultivating proper habits of work and thought, by revealing correct notions of God and things divine, the whole re-

sulting in that finest of noble developments—Christian character.

A FINE SENSE OF LIFE'S PERSPECTIVE GIVEN

We have the same need for perspective in life as in art—for life is art, art in its highest, holiest form. The Egyptian educational system did not yield this exquisite product, else Moses had not made such a failure of his first effort to help his enslaved brethren. The forty years spent in the land of Midian corrected the defect and he became in consequence the greatest law-giver of history. The College curriculum is made up of languages, sciences, mathematics, history and philosophy, and these coloring the life by imperceptible gradations yield a perspective that supplies a beautiful symmetry and sanity to every act or judgment. We may not be able to detect the manner in which the result is achieved, but its achievement we cannot doubt. In the study of languages and literature, the College man not only comes in contact with noble thoughts couched in powerful phrase, but he lives life under all the conditions that try men's souls. His experience is thus many times enlarged and he is given a scale by which to weigh the consequences of any proposed line of conduct or system of human uplift. Sciences of the natural order not only bring him face to face with the facts of the visible creation, but with the invisible Creator of the world and enable him to think God's thoughts after Him. The man who studies natural sciences under a proper teacher and does not become more devout of heart and consecrated of life must be dull and unresponsive indeed. Sciences of the social order introduce him to all the

experimentation of the race in its long, hard struggle for justice and righteousness and peace in political life and equip him with the most reliable weapons of successful warfare against quack political nostrums and the social panaceas so plentifully proposed by demagogues and charlatans and by which many noble-hearted men with less clarified perspective are easily lured into hurtful schemes of political and social chicanery. Mathematics trains him to exactness of thinking and to look for definite results from composition of definite forces. The man who knows his geometry and his calculus will not be easily misled in any crisis, however trying it may be. History has shown him the passions of men in all relationships and enabled him to forecast the future in terms of the past. Philosophy has opened up to him the entrancing vistas of men's hopes, and he who has strolled through its glimmering labyrinth cannot be other than a nobler man for his experience. The College curriculum therefore is seen to be a sane attempt, largely successful in thousands of cases, to bring the experience of the world's past to bear with all its lessons of uplift and caution upon the College student's present, so as to give him a firm grasp on life in its noblest aspects, and to restrain him from being swept along in the current of every silly scheme for the cure of its ills—what we may with all justice describe as a true perspective for life and its duties.



A GROUP OF FINE ARTS PUPILS IN THEIR STUDIO
Annex of West Dormitory



THE EXPRESSION GIRLS

Taken in the Girls' Summer House on the Campus



Such a perspective is good, is necessary, but without vision it is powerless to result in noble achievement. We need men in these times who not only have a proper perspective of life, but who have equally a clarified vision of the work that needs to be done in the world around us. We have not achieved the millennium yet, and we shall never achieve it till College men get the vision of their full privilege in working for its ushering in and of their joyous duty to measure up adequately to their privilege. Surely a man cannot study the noble literature of the world without getting a vision of the work to be done. Nor can he delve into the mysteries of God's universe as they are embodied in the great natural sciences without feeling forces pulling at his heart to lend a helping hand toward the accomplishment of the world's redemption. And the methods by which it is to be wrought out—surely social science and history and mathematics and philosophy will point them out to him. That College men do get this vision is abundantly evidenced by the ameliorative work for human betterment they are always devotedly engaged in. They have led every real reform and have given life itself for the uplift of their fellows. It is true that not all College men get this vision, but enough of them get it to insure the world's progress and to justify the friends of Colleges in their sacrifices for them, and charity would compel us to judge the College and its work by its best product and not altogether by its failure, and especially so when the best work is so greatly in the ascendancy. Many a man has been lifted out of narrowness and bigotry and selfishness by the liberalizing power of

the College curriculum and given such a vision of duty that he becomes a benefactor of his race. There is no room for petty selfishness in the face of the vision of human need as the College course lays it bare and points the way to its satisfaction at the hands of men prepared to render efficient service.

CORRECT HABITS OF WORK AND THOUGHT NEEDED

The College curriculum also fits for a large place in life by equipping those who honestly pursue it with correct habits of work and thought. A man may be as wise as Solomon and yet make life a bungle, because he does not know how to work at a thing consecutively, systematically, unrelentingly. The insistence of the College that students do consecutive and systematic work from day to day makes powerfully for the development of proper habits. The College regulations, inconvenient at times, are the very finest seminaries of conduct. Men who do the world's work must learn sooner or later to respect and reverence authority and to be punctual in the discharge of every duty, whether it is pleasant or not. Students in College should purposely seek some course that is hard and unpleasant for them—it yields the very best sort of discipline of the will. The work of the work-a-day world is not all sugar-coated, and if the College course is, it is in that respect not a complete preparation for life. Herein lies the weakness of our modern elective system, if it encourages men to elect only those courses that are agreeable because of their agreeableness. I know that many philosophers and educationists will not agree with this position, but experience teaches that he who can do the things he would rather not

do is the man who will one day wake up to find himself famous. It is no accident that Paul's exhortation to "endure hardness" was given to a young man, and College men who refuse to "endure hardness" in their College days will be second vice-presidents or third assistant secretaries in the counsels of mankind when their days of preparation are passed. Nor does the world have use in any large way for the unpunctual man. He cannot be relied on and reliance is necessary in every department of human endeavor. Nor will it make any difference that the lack of punctuality is due to poor health. The world will sympathize with the sick man, but it cannot promote him: its work must be done. Let College men everywhere consider that the habits of faithful work, of punctual discharge of every duty, of wholehearted attention to disagreeable tasks, of joyous submission to the powers that be will follow them into life and will prove assets of inestimable value in its working capital. And let every College man who treats these considerations lightly, thinking he will correct them when he has graduated, grimly acknowledge that he cannot lay these habits aside, but that they will be the warp and woof of his character and the fetters of his bondage to mediocrity. The man who graduates without the cultivation of correct habits of work and thought, without the acquisition of the best methods of grasping the problems of life, does so because he sets himself against them and not because of any unwillingness on the part of the College to give him these needful elements of life equipment.



But men may have a noble perspective of life, an entrancing vision of its needs, correct methods of work and thought, and yet be disqualified to lead the world to righteousness or even to assist in redeeming mankind, because their hearts are wrong. It is the duty of the College curriculum to give a man correct notions of God and an abiding interest in the spiritual life. It is impossible to go through College and not get some sort of notion of God, but that notion should be correct and not distorted. The College that fails in this respect has failed beyond redemption, not that it is to be sectarian, not that, but that it is unworthy of confidence and undeserving of support if it does not do its best to make plain the place of God in human life and society and the individual man's duty to love and serve Him. It is said that there are Colleges in this Christian land from which a man can graduate with no more conception of the true God than if he had been educated in a pagan country. This is a deplorable condition and one that strikes at the heart of education. It must be remedied and it will be, because the American people will see to it that such abuse of education is not tolerated. We live in times when free-thought, infidelity and skepticism are tolerated, but when Christianity cannot be. It is a perilous condition, but the day of redemption is at hand. The cry is rising up from every quarter and the popular voice shall be heard and heeded. Church and state are not to unite again, but our educational system shall not be deprived of its heart's blood by eliminating therefrom the great central fact of human history and progress—the God that makes it possible.

We have learned that "knowledge puffeth up." Strange that we had not already known it. We are learning that there is no good education, except education in goodness, and that there can be no right training except it be training in righteousness, and that apart from God neither goodness nor righteousness is possible. The folly of allowing children to read in their school-books the moral maxims of Marcus Aurelius and Epictetus and Confucius and Mohammed, and of excluding therefrom Paul's pæan to love and the sermon on the mount! The folly of it! May God graciously pardon us and may He help us to understand that knowledge is power, but that it is power for harm rather than for good unless His spirit shall control it to good and righteous ends.

STUDENTS ALSO MAKE CONTRIBUTIONS TO THEIR COLLEGE

So far we have considered what the College should do for its students. Our investigation has made clear the tremendous import of College education and indicated how those who happily possess themselves of it are qualified for posts of leadership in the world. But our inquiry shall not be complete until we have inverted it and asked what the College men can do for the curriculum and for the College that is to make the curriculum effective in their own and other lives. For be it remembered that the College course is not simply a matter of books and courses of study: it is this, but it is all the more a product of life, of the interaction of life on life, of spirit on spirit. There is no College but has its spirit and that spirit is as powerful a force moulding character, determining ideals, equipping for life as the mastery of the curriculum. It is a com-

posite product and every person in the College community contributes toward its making. There is no student but has his part in it, be it of uplift or downpull. There is no method of preventing his contribution to it save that of eliminating him—a painful necessity in some cases, but the door of opportunity to those left behind—the opportunity of living in an unvitiated atmosphere and of adding to its exhilirating qualities day by day. The graduates of a College are remembered most gratefully not because of their scholarship attainments, their forensic conquests, their athletic victories, their liberal gifts to Alma Mater — all these are good, all of them are necessary, but the chiefest thing for which each individual graduate is most gratefully remembered is the contribution of his four years to the spirit of his College, that indefinable atmosphere that like the halo of a beautiful sunset emanates from his life and becomes a part forever of the institution that travailed at his intellectual birth. What a privilege! It is not of earth, but of heaven; not of mortality, but of immortality, to have part in the generation of a force like that, a force that shall influence those that come after us for right-living and for God.



This high privilege, this noble opportunity to help fashion the leaders of men, comes to every College man, to every College woman—but once. We have only one College course to run, and when it is run and our diploma is joyfully, proudly placed in our hands, it shall be said of us not only that we have not passed this way before, but also that we shall not pass this way again. Our com-

mencement day is a real commencement. From it we go out to take our places in the arena of the life for which our College days in a peculiar sense have been a prophetic preparation. The future shall test our manhood, our womanhood, our resistance power, our initiative, our hopes. We shall need all that an ideal College course can justly yield us in the fierce onslaught of life. Others will take our places in chapel, on the campus, in the dormitories, in the lecture halls, but we will not be forgotten in the sacred halls of Alma Mater. We cannot be there forgotten because our best life's product will remain in the spirit we left behind us to fashion and mould and uplift other lives, tho we ourselves have passed out to sterner realities, yet with sweet and precious memories.

What It Will Cost

The expenses at Elon are proverbially reasonable. They are set forth in detail in the catalogue number of the College Bulletin, but a brief resume will not be out of place here and will no doubt be a convenience to readers of this publication.

Regular College Expenses in Detail

Tuition		$ 50.00
College Fees		20.00
Board and Room in College Boarding Department	$125.00 to	135.00
Board and Room, including laundry, in Ladies' Co-operative Hall (estimated)		60.00
Board and Room in Men's Co-perative Club (estimated)		90.00
Total	$130.00 to	$205.00

Special Departmental Studies:

Music, Piano or Voice	$40.00 to	$50.00
Music, Piano and Voice	70.00 to	90.00
Expression or Art		40.00
Expression and Art		70.00
Piano or Voice and Expression or Art	70.00 to	80.00
Class Instruction in Expression		10.00
Domestic Science		10.00
Commercial Branches*		50.00
Use of Typewriter, including stationery		10.00
Organ or Violin or Band Instruments	40.00 to	50.00
Class Instruction in Band Music**		10.00

For full Information, address

President W. A. Harper, Elon College, N. C.

*Free to students in literary department.

**Free to second-year members of the College Band.

DOMESTIC SCIENCE



A FEW OF THE DOMESTIC SCIENCERS

The Laboratory of this Department, Elon's Youngest, is Elegantly Appointed, in the Alumni Building

1.75.8002



THE COLLEGE BAND

1889 ELON COLLEGE 1914

FOR BOTH MEN AND WOMEN

Situated in the delightful hill country of North Carolina. With all of the advantages and none of the disadvantages of city life.

Diploma from Elon carries without examination to the Graduate Departments in leading Universities. In addition to the REGULAR COLLEGE COURSES the following Departments are maintained:

PREPARATORY DEPARTMENT — Prepares young men and young women for the Freshman class at Elon or elsewhere.

MUSIC DEPARTMENT — Piano, Voice, Pipe Organ, Violin, Brass Instruments.

EXPRESSION DEPARTMENT — Expression and Physical Culture.

ART DEPARTMENT — Oil Painting, Water Colors, Pastel, Crayon, China Painting, Public School Drawing, Mechanical Drawing, Etc.

DOMESTIC SCIENCE — New Laboratory especially equipped, with full two years course and diploma given.

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PRESIDENT W. A. HARPER, LL. D.
Elon College, N. C.

Vol. X NEW SERIES No. 4

AUGUST, 1914

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.

1914 OPENING NUMBER

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Elon College Bulletin

1914 OPENING NUMBER

Christian Education

What Two Great Men Think of It

On May 17, 1914, Vice-President Marshall delivered a notable address in Washington. The Baltimore *Sun* the next day had this to say of its remarkable utterances:

VICE-PRESIDENT MARSHALL WANTS GOD IN EDUCATION

"Vice-President Marshall's declaration that one of America's ills today 'is that there is too much science in the so-called educational system and too little God Almighty,' occasioned comment in Washington today. The statement was made at a church gathering here last night.

" 'There is this thing wrong in many of the churches,' said the Vice-President, 'that because church and state are separate, and the State makes the schools, the church feels itself absolved from any duty in the direction of education of youth.

" 'The State is permitted to mold children from the age of six up through the time when they are going through colleges, where many of the professors are agnostic and atheists. But now the church is awakening to the fact that children should be reared in the way of Christian faith from the nursery upward.

" 'I believe that there is in this country today a great spiritual awakening, and the church is beginning to see that it has turned over entirely too many of its functions to the State.' "

Secretary of Education Henry H. Sweets for the Presbyterian Church writes in the February-March, 1914, Number of *The Union Seminary Review* as follows:

A STATE UNIVERSITY PRESIDENT SAYS STATE COLLEGES NON-CHRISTIAN

"Education without religion is a menace to any people. The intellect and the moral nature must be developed together. There is a fatal lack in all merely secular education. 'The one thing needful is forgot.' Dr. W. O. Thompson, President of Ohio State University, said in 1913: 'The atmosphere in which a boy is educated counts for much. I am in no way untrue to State institutions when I say that in our day a boy might become a bachelor or a master in almost any one of the best of them and be as ignorant of the Bible, the moral and the spiritual truth which it represents and the fundamental principles of religion, their nature and value to society, as if he had been educated in a non-Christian country.' And then he adds: 'Who is to supply this lack if not the Christian College?'"

Christian Education a Necessity

STATE AND CHRISTIAN COLLEGES SHOULD CEASE FIGHTING EACH OTHER

It would be inexcusable folly for the Christian Colleges to wage war on the State institutions of higher learning. Both types of institution are here to stay, and the sensible thing to do is to realize that fact and for each to get busy doing its special work. State institutions should cease to encourage their graduates to write theses on the narrowness and "unnecessity" of Christian Colleges and they in turn should try to forget the shortcomings of their competitors supported by the State. We have had crimination and recrimination long enough, and would do well to stick to our respective ideals and do our distinctive work with fidelity and earnestness and simplicity of heart.

WHAT SOME COUNTRIES ARE DOING FOR RELIGION IN PUBLIC SCHOOLS

But it will not be amiss to characterize briefly the fundamental aims of State and Christian Colleges. Nor will it be amiss to recall that the United States is the only Christian nation which undertakes to educate without religious influence. The great Christian nations, like Germany, France, England, make provision even in their secondary schools for religious instruction, and they do well in so doing. The usual custom, modified to suit local conditions, is to have all the pupils go at certain hours each day to religious instructors of their parents' choice, where they are nurtured in the things

of the Kingdom. It seems to me that this is a much more sensible plan than the diluted moral teaching advocated by some educational leaders for our own public schools. Religious instruction suited to the conscience of Protestants, Catholics, Jews, and free-thinkers would seem to be a colorless, powerless thing, devoid of practical influence in touching the heart of children. For laugh at dogma though we may, yet we must all admit that Christian faith must assuredly rest upon it, if it is vitally to affect the character. The multiplicity of Protestant sects in this country, clamoring more for their distinctive differences than for the fundamentals of salvation, renders such a plan almost impossible with us except in the large centers of population. Therefore, it would seem that our present public school system, crowned by our great State institutions of higher and technical learning, is a fixture in our educational life.

THE AIMS OF OUR STATE COLLEGES

Returning now to the distinctive aims of the two leading types of College operating in our country, we may inquire first into the aim of the State College. The original of all State Colleges is the University of Virginia. Its founder was Thomas Jefferson. He was farseeing enough to realize that this educational departure would affect wondrously the life of the country and considered the fact of his origination of the idea of sufficient importance to warrant its inscription on his tombstone along with his claim to the authorship of the Declaration of Independence. What was Jefferson's idea in this educational innovation? His writings make it perfectly plain—that higher education should be



A CLUSTER OF THE MEMBERS OF THE CLASS OF 1915

To Whom This Issue of the Bulletin is Dedicated. A Committee from This Class Will Give the Cordial Elon Welcome to All New Students on September 1, 1914.



THE GYMNASIUM ROOM

Alumni Building, second floor. Floor of hard Michigan Maple, 100 x 65 feet, one of the largest in the South. Every modern gymnastic appliance is installed here, with sanitary drinking fountains and cuspidors at either end.

The ladies of the College have a modern gymnasium in the Annex of the West Dormitory, second floor.

free from religious control and that educated citizens might be had for the new nation. These are the aims of the State Colleges today—absolute freedom from religious control and the production of citizens. The atmosphere of the State school is patriotic, and patriotism is a great force. We cannot do without it. The State schools have certainly succeeded in that line of their aim. They have also succeeded in keeping themselves absolutely free from religious control. They are models of toleration, permitting students and faculty to believe and teach incidentally and practice in daily life any faith desired or any form of infidelity conceivable. The free-thinker and the devout Christian, whether in faculty or student body, are on equal terms. Thomas Jefferson could not have wished it to work out better than it has. And for those who believe these to be the aims of higher education we have no criticism—they have our sympathy and commiseration.



The Christian College realizes the necessity for higher education that the best type of citizenship may result. It is opposed to sectarianism, except in rare instances, and these instances are growing rarer in view of the extreme toleration of the State Colleges and of the steady growth of Christian liberality among the supporting constituencies. It does not believe in subjecting youth in its formative years to all the conflict of faith and skepticism that so universally rages around the State College, feeling that great harm is done the spiritual life of many in such a conflict, while willing to concede that a trifling few may come out of it stronger, but yet

WHAT THE CHRISTIAN COLLEGE HAS DONE FOR THE STATE

But has the Christian College shown itself to be a national necessity in the past? Aside from the theory of the situation, what has the record of more than a century to teach in substantiation of this claim? This is a fair challenge, and the facts are far more eloquent in enforcing our contention than any rhetoric or argumentation. We have had twenty-seven Presidents of the United States. Nineteen were College graduates. All but two of them were graduates of Christian Colleges. Our present Federal Supreme Court has eight College graduates, seven of whom came from Christian Colleges. Two-thirds of the members of Congress in both houses are graduates of these same Colleges, and three-fourths of the Governors of the various States. Practically all the teaching and administrative forces of the Christian Colleges are graduates of such Colleges, and forty per cent. of the same in State and independent institutions are of like intellectual pedigree. Eighteen of the twenty-six literary lights of the first rank in America are graduates of your Christian Colleges. The great majority of the lawyers, physicians, and other professional men of large distinction are graduates of these same Colleges. A cursory glance through "Who's Who" will satisfy any one that the contribution of the Christian Colleges of the country to the aggressive leadership of our life in all its departments is far out of proportion to the number committed to their care and instruction. Yet the attendance on Christian Colleges is not increasing actually to any appreciable degree, but is decreasing relatively to marked degree in the light of the unprecedented growth in enrollment of

the State and independent institutions. The moral of these facts is suggestive of serious lowering of moral, intellectual, and professional standards, unless the sober second-thought for which the American people are proverbially noted shall turn the tide back into the safe channel of a century of magnificent achievement. Manifestly the State needs the Christian College.

THE CHURCH CANNOT DO WITHOUT THE CHRISTIAN COLLEGE

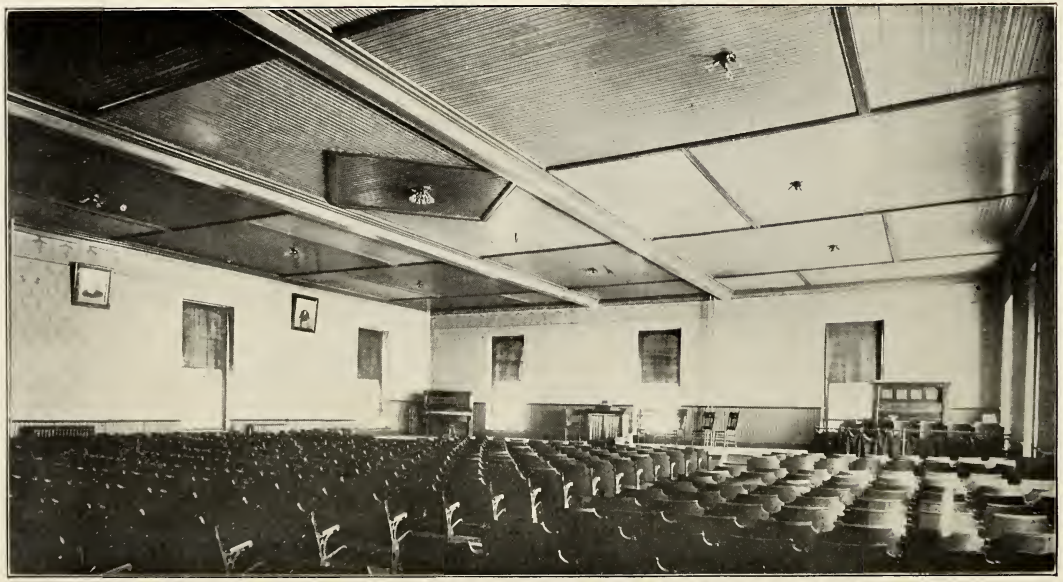
But the Church needs it even more—cannot possibly permit its extinction and will not. It is a matter of common knowledge that the Church has always led in education. The first Universities of the Christian world were officered by clergy only and not until 1482 did laymen acquire the right of serving on their teaching staffs. In our own country all education was of the Church till Thomas Jefferson in 1818 founded the University of Virginia. Even today of the somewhat more than four hundred Colleges in the United States above three hundred are of the Church. It would be equally gratifying to record that seventy-five per cent. of College students are enrolled with these Colleges, but the fact is far different and the disparity is growing annually greater. It is time that the American people, the people of her churches, I mean, were waking up to the enormity of a situation growing ominous with astonishing rapidity. I am no pessimist; I have confidence in the Christian College and its future, but I am not blind nor can I call my hopes my facts. It is time, I repeat, for the Christian forces of America to indulge in a little sober thinking along the line of the eternal verities of

This is done not so much to crush out the weaker Colleges, as in recognition of the fact that a College cannot do good work with a smaller productive income beyond tuition and fees from students. I have no doubt that Christians will realize the strategic value of these true Colleges and that generous provision in equipment and endowment will be made and an increase in enrollment both actual and relative will ultimately be accorded. Certainly we at Elon have no occasion to complain at the generosity of our brethren toward us nor of their most devoted and loyal patronage, and when the time comes for further assistance we are confident that the beautiful and loving response to every previous call will be forthcoming in gracious plenitude and abundant satisfaction, for of all the Colleges known to me none can boast a more devoted and loyal constituency than our own Elon, the strength and beauty of whose arching campus oaks are exceeded only by the love and sacrifice for her of her devoted friends, for whom Elon is a joyous necessity and they her proud delight and sweet inheritance.



RUNNING TRACK

Alumni Building, third floor, inclined at both ends. Fifteen laps make a mile. Lighted by skylights in the roof



THE COLLEGE AUDITORIUM

In this beautiful Auditorium, on the second floor of the spacious Administration Building, the public recitals of the special departments of the College are given

The Conquest of Truth*

"Truth is the exact correspondence of subjective and objective relations." Shakespeare says: "Love is all truth." Truth equals troth or faith. It is about as axiomatic as that, "Things which are equal to same are equal to one another." All attempts at definition show that it is too big and too plain for definition. We all know what it means; but no mind can grasp its full meaning. It is like a definition of God. The best is the simple sentence—"God is love." God is really individual; yet we know what we mean by this great word. If you require a definition of truth, I will stop to tell you plainly that I cannot define a word that is larger than the dictionary, vaster than the universe, equal to God: for Jesus says: "I am the truth," and He was "God manifest in the flesh."

TRUTH IS— WHAT?

We know more than we can express in words. God could not express Himself fully in words; but Jesus was the "express image of His person." God *expressed Himself* by *giving Himself*. You will understand, therefore, that if I knew what truth was I could not express it in terms of grammar or logic. I am simply expressing in part,

THE THEME OUTLINED

*The Annual Literary Address delivered by Rev. W. W. Staley, D. D., LL. D., Suffolk, Va., before the Philologian, Psiphelian, and Clio Literary Societies, on Tuesday, June 2, 1914, at 11:00 a. m.—a magnificent, inspiring statement of the philosophy underlying a great and useful life of service to man and God.

simply suggesting a line of thought for students who are anxious to learn. We dip into truth like bathers in the surf of an ocean that stretches far beyond us, but which comes to us from afar away and breaks in refreshing rivulets over us. I, therefore, invite your attention to some thoughts on the Sources, the Discovery, and the Conquest of Truth.

I. The Sources of Truth

SOURCE NO. 1— THE UNIVERSE

No man knows the limits of the material universe. The microscope and the telescope open vast fields and reveal wonders, but no man has seen the end. The universe is a great library from which all the physical sciences are derived. Newton's law of Gravitation was completed in 1685—only 229 years ago—yet this law is as universal as love, and it is independent of the *quantity* or *quality* of matter. It acts upon all matter as God's love toward all men. "Love never faileth." "Gravitation never faileth." Newton saw planets, suns and stars in the falling apple.

All weights and standards of weights are determined by this law. We weigh our sugar by the same law that God weighs the stars.

In 1743 Benjamin Franklin discovered by a kite that "lightning is the discharge of electricity." That was only 171 years ago. Yet that truth was locked up in the vaults of the universe 5747 years before the door was unlocked by the kite as a key; yet some people think it a waste of time for boys to fly kites. Think of the results in the world of electricity since Franklin's day. Truth is one eternal whole. Touch one part and you touch all. The smallest live wire

puts you in touch with the dynamo. When you touch gravitation you touch the universe. When you touch electricity the universe touches you. The universe furnishes chemical truth for students in a thousand Colleges and for all the governments of the world. Geology learns all her lessons from the *earth,* and astronomy roams among the *stars.* Kepler's three laws of planetary motion—perfected 1609, 306 years ago—opened new fields in astronomy. Every store with its scales, every home with its almanac, every city with its telegraph and telephone, and every ship and factory with its steam power, derives its working agencies from the universe.

SOURCE NO. 2—MANKIND

"The greatest study of mankind is man." If Mexicans knew themselves they would be free. Man is larger than the universe, for he was made in the image of the Creator. Man not only reads the earth, the seas, the planets, and the stars, but he finds great truths imbedded in himself. Even one man furnishes a field too large for one man to comprehend. Anatomy, physiology, psychology, furnish vast sciences derived from man; but beyond the unit are tribes, nations, races. Not one race furnishes all that may be known of man. Man is larger than any race or nation. Races are related like branches of science; and each race makes its own contribution to mankind. Anthropology, ethnology, sociology are derived from mankind. Whether you admit *five* races or *three* races the school is too large for one generation or one century. Ages will not only surrender remains of past civilization, but new contents of living tribes and races in time to come.

tient investigation. No one man, no one school, and no one age, can complete this work of discovery. It is an endless task, an endless revelation, and an endless return to the patient toilers who bury themselves in their work.

The automobile grows from a theory into a world-wide utility. Picture-making has grown under patient investigation into a world-wonder; and moving pictures have come as a great school for amusement, demonstration, and instruction. Hundreds of millions of dollars are invested in the business, and in Chicago 750,000 attend daily. Many evils have come with moving pictures; but time and enlightened sentiment will remove the evil and preserve the good. The patient investigation that produced them will improve them.

Patient investigation has given us an anti-toxine that has banished typhoid fever from the army of the United States, and checked the ravages of diphtheria among the children.

METHOD NO. 3— COMBINED EXPENDITURES

Columbus could not carry out his plans over the sea without help. The approval and help of a queen combined with his faith spread the sails toward the West. This combined effort added a hemisphere to the map and a home for millions, and billions to the wealth of the world. All *universal* enterprises have been created by combined expenditures of men and means. We speak under the seas and travel upon their bosom; we travel under mountains, rivers, and cities, and talk across the plains; but it is all done by combined capital and labor. We live in an organized universe which sug-

gests combinations on the largest and most harmonious scale. There is no star big enough to move in an orbit and shine by itself. It must remain within the dominion of gravitation and move in harmony with the whole universe, or fall to pieces in space. Government is only a reproduction of organized matter, organized mind, and organized spirit. The fern in the cool nook at the base of the mountain is under the same law as the granite cliffs that tower above its mossy home. The tiny streamlet that falls over the ledge on the side of the mountain is controlled by the same law as Niagara's flood that plunges down with awful roar in the ears of two nations and a commission dealing with destiny of millions of people. It is the combined streamlets that make Niagara Falls, and they are all parts of one great whole.

The last sentence written by a little child may contain truth as well as Homer's Iliad, the greatest Epic the world has ever read. Paradise Lost was the expression of a nation's poetic feeling. It was England's expression of great truth and not the product of a single brain. Homer and Milton were both blind; but men do not see with eyes alone. The telescope brings into the field of vision worlds beyond the human eye—it is a combination of visions revealing new worlds; but beyond such combined expenditures, the eye of the mind penetrates realms of truth. "I will open my dark sayings upon the harp," and the harp is a combination of strings, and tones touching worlds that lie beyond the human sight. Music touches a heart-world where feelings, longings, and loves revel in realms of delight. Over there where thrones are encircled with angels, mothers, and babes making the future the best of all in thought, faith sees heaven itself.

III. THE CONQUEST OF TRUTH



Coal in the mountains had no value till discovered and utilized. It was a simple resource of the world. The U. S. output in 1913 was 570,000,000 short tons worth $715,000,000. Perhaps this was more than doubled before it reached the fire, making $1,500,000,000. It is this utilization of truth that enters into the equation of human interests. Iron ore is not only useless in itself, but would remain so without coal. Electricity is in all matter, but coal generates it for us. The output of iron and steel was 60,000,000 tons at $15.00 equals $900,000,000. These illustrate what I mean by the utilization of truth. Diamonds are crystalized carbon, but they are small in value compared with common coal. Every spark that shines above the funnel of a ship or chimney of locomotive or factory adorns civilization with the glory of victorious men. Man no longer writes his thoughts with ink alone; but by shining steel rails over thousands of miles, by copper wires girding the globe, by aqueducts pouring pure water into the homes of millions, and in parks making Edens again. Human thought, sacrifice, skill, and service are written in a thousand forms in the cities and farms, good roads and schools, as plainly as in books; yet books are the permanent depositories of thought. Schools are the training grounds of youth, and libraries are the best gymnasiums ever built. Here truth is preserved. Egypt rises up and Babylon comes forth when you open books. Truth is resurrectional. "Truth crushed to earth will rise again." Greece and Rome not only speak through sophomoric orators, but through living

tongues of living nations; for our English rests on stones from Greek and Roman quarries. European art comes across the ocean and ancient learning broods over modern mind till new civilizations are born. An uncounted army of ideas, vaster than Roman legions, marched on to the conquest of the world. Truth works in electric pick in mines, in engines on land and sea, in triphammers driving piles, in spinning and weaving; and its currents print papers, grind grain and report the doings of the whole world. It prays from sinking ships for help and answers in mercy as it speeds over the angry waves to rescue the perishing. The utilization of truth is the interpretation of the laws of matter, mind, and God. All truth must be interpreted in terms of human service. Angels appeared in human form and God was manifested in the form of a man.



Truth is not a fossil laid up in a museum, nor crown jewels kept in a guarded place; but truth is an active agent on a mission of good. That is the function of books, to carry truth to men. Books are not the caskets of dead centuries laid up in Mausoleums; but they are reservoirs of streams from the past to irrigate the present and future generations. They bring up dead centuries with living nations before us. They are the Aladdin lamps of the ages. Books have put centuries into years, continents into ages, armies into pictures, and victories into sentences. All art propagates truth. All industries propagate truth. Lights, pavements, cars, pictures, fairs, papers, stores, schools, propagate truth. Coin tells of the gold mine, fire of the coal

mine; students go out from Colleges as missionaries of truth. It is not your right to propagate any wrong or false idea. Every scholar is a propagator of truth. The author pours out truth. The world is waiting for an army of writers who can interpret the movements of the age; not sensational reporters who see the lowest and report the worst; but those who see the highest and report the best. The press is a great interpreter and propagator. It feels the pulse of the world. It puts its ear to the ground and interprets the thought, the feeling, and the longings of mankind, and propagates what it hears. Frank Carpenter has put this generation under lasting obligation for his reports of peoples in many lands. Many great editors have graced the tripods of the great papers and added to the progress of the world. Papers are really transportation companies conveying truth to men from the ends of the earth.



This is a day of world-movements, and all questions must be treated on globe lines. Daily papers report world doings. Art pictures the nations. We think, talk, and plan in terms of world-enterprises. Truth could be no less and do no less; and it has changed the thought, the life, and the religion of mankind. Wonders have been wrought by sanitary improvements in cities and homes. The Panama Canal Zone is a modern wonder. The Zone is ten miles wide and the canal is forty-one and a half miles long. Its cost is near $400,000,000, and it unites two oceans, and will change the course of commerce in two hemispheres. When that great work was begun, the zone was a death-trap for men. Two and one-half

years were spent in sanitary work at great cost. Panama and Colon had been victims of yellow fever for long periods of time; but pure water, pavements, clean-ups and war on mosquitoes have expelled the fever from the cities and made the zone more healthful than the United States. War on mosquitoes in Jersey has improved the health of cities and country, too. Irrigation has redeemed millions of acres of arid lands and made the desert blossom as the rose. Truth has harnessed rivers, air, gravitation, and electricity, and uses them as the servants of man. Man has changed the course of the Chicago river to prevent the pollution of the water of the Lake. The physical world yields to truth in a thousand forms beyond mention here.



Currents of thought are changed, as the Chicago river, into opposite directions and new channels for human good. Change of government in China, change of woman's place in the activities of the world, and change of attitude toward alcohol, indicate transformation under the power of truth. Germany and Russia are making war on intoxicants as well as Canada and the United States. Already 47,000,000 in our own land live in dry territory. Secretary Josephus Daniels has banished its use from the "Officers' Mess" in the Navy, and the Commissioner of Indian Affairs proposes to remove strong drink from the Red Man. These changes have not come by the conquest of armies and navies, but in spite of them. Truth has changed the thought, the moral convictions, and the attitude of men. The Christian Endeavor Societies' slogan is, "A Saloon-

less Nation in 1920." This organization represents 4,000,000 members of *young people* and what the young people stand for must come to pass. Dead thoughts and dead institutions cover the battle field where truth has conquered error and right has conquered wrong. The hill overlooking Lake Kilby cast up as a fortress during the Civil War has been transformed into a beauty-spot by a million dollar water plant. The spot once used as a fort of civil war is now a fountain of pure water issuing from a grassy mound to supply the needs of three cities.

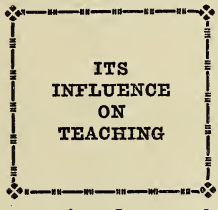
BUT ITS GREATEST VICTORY CAME THROUGH CHRIST

Above all other conquests of truth is that of the Nazarene. That Jewish peasant, without a pillow for His weary head, used nothing but truth in His war with wrong. Rome opposed Him and His own received Him not. But He taught His lesson and lived His life. He died on the cross, but He transformed it into a cross of glory. Rome herself finally yielded and that cross became the symbol of her faith. Fine arts glorified this peasant in cathedral, pictures and marble, and made His praise the song of the world. Not only priests and choirs, but schools and States confessed His name. Christian art and learning, Christian faith and liberty, Christian love and service, are now the potent forces among men. No prince ever started with so little and achieved so much. The final conquest in all fields is far away; but the currents have already set in toward the reign of truth under the banner of love.

The Mistakes of Pedagogy*



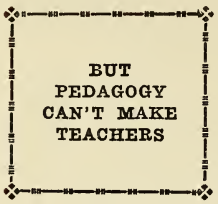
Twenty-five years ago, or thereabouts, a new science was brought into the curriculum of our Colleges. It has grown to such importance now that every respectable College maintains its Department of Pedagogy or Education. And the text books developing the science constitute a large and increasing library, under such headings as the Science of Teaching, the Art of Teaching, Principles of Education, Principles of Teaching, Principles of School Management, Psychology of Teaching, etc., etc.



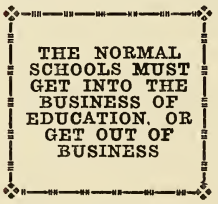
This science has wrought wonders in giving dignity to the teacher's function and art. The pedagogue has risen from being the object of ridicule to a position of leadership in professional standing. Children can talk more learnedly now of the laws of the mind governing teaching and its associated arts than Plato or Socrates could, and for this good result our science of Pedagogy is entitled to be praised.

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*Written by President Harper for Education, Boston, Mass., and reprinted from the Februray, 1914, number of that journal, with special permission.



There are three weaknesses, however, in the application of this science and in the standards it upholds and the ideals it defends. It lays entirely too much stress on method, calling old processes by new, higher sounding names, and does not give sufficient prominence to the personality of the teacher. Teachers, like poets, are born, not made, and no amount of pedagogical principles or methods will make him a teacher who is not born so. This is simply saying that men are called to teach by their Creator, just as surely as men are called to sell merchandise or practice medicine or preach the gospel. It is not saying that Pedagogy will not make a called teacher a better one. It undoubtedly will; but neither Pedagogy nor any other science can make him a teacher who is not naturally endowed for that function. This the writers on Pedagogy need to recognize and emphasize.



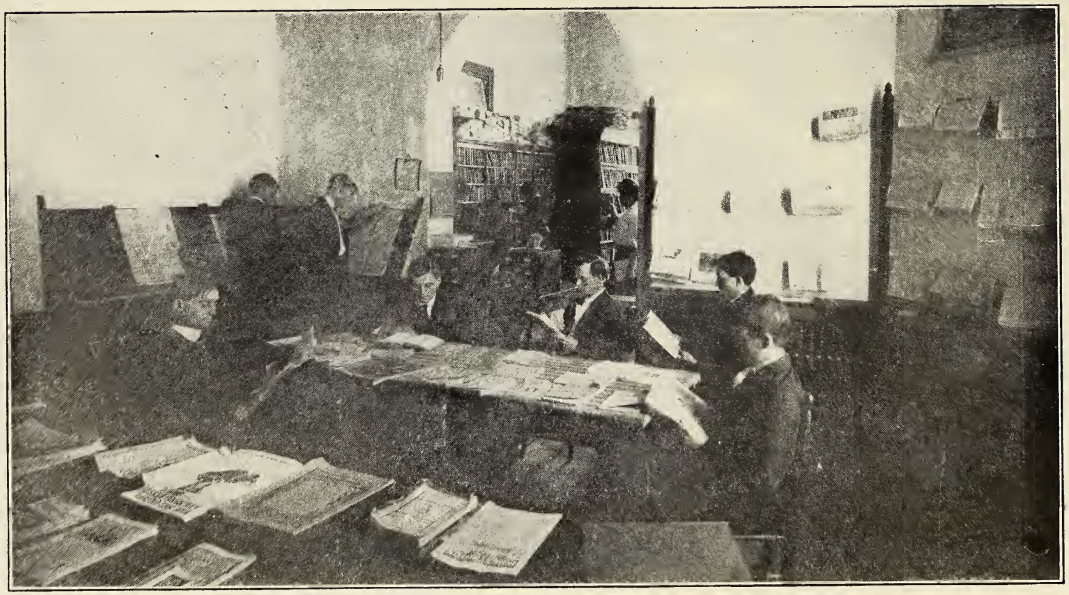
A second fault of Pedagogy, found in its accentuated form in the Normal Schools, is that correct methods in the hands of a called or naturally disposed teacher will make him a successful instructor. These schools construct their curricula in such a way that their pupils review carefully all they have gone over in the high school, while they study Pedagogy in its many branches, and do experimental teaching in the practice school, but make no advances in general knowledge or culture. This is a serious fault, and one of these days our people will realize the folly of fastening upon themselves a per-

petual burden to support institutions that give their pupils only methods of work and do not add to their scholarship, and when they do realize it, as they surely will, there will be a rattling of dried bones and a newness of life in the educational world. These Normal Schools need to get out of the business of education or to get into it. They need to realize that breadth of scholarship is the only thing that can make a teacher of power, that lack of method can be compensated for by experience, but lack of scholarship is a fatal defect in any teacher. And the writers on Pedagogy need to see this and, seeing it, to insist on it.

CHARACTER IS THE MAN'S AND THE TEACHER'S GREATEST ASSET

The third fault of Pedagogy is its failure to demand spiritual training for teachers and for pupils. One of the most popular among recent treatises on this science sees no place for Christian Schools at all. It sees need for the Sunday school for the present, but when "science has fully rationalized religion" there will be no necessity for it as an educational force, but it will become an agency for "worship and the development of the social nature," as the same writer so authoritatively states that the Church has already become. These writers forget that the highest asset of life is character and that the highest type of character is the Christian, and that without Christian schools to develop, foster, nourish to fruitage the Christian character of our youth, this land would soon cease to be Christian and become a land of infidels, agnostics, deists, theists, to the eternal undermining of the national character and the permanent impoverishment of the individual

soul. Let the Christian world see that Christian education is given due recognition, by the writers on Pedagogy, or let them expect the loss of the power of the Church over the generations to come.



CORNER READING ROOM AND LIBRARY

On the second floor of the Administration Building. Open from 10 a. m. to 5 p. m. and from 7 p. m. to 9 p. m. daily. One of the most pleasing centers of College life and activity



CORNER COLLEGE DINING HALL

This spacious room, in the 40 x 80 Annex of the West Dormitory, first floor, has a seating capacity of 240. Here are held the Alumni Banquets and the other public meals of the College year. The silver and other equipments of this room were given by Mr. G. W. Truitt, of Suffolk, Va.

Specialization Gone to Seed



One of the dominant notes of our modern life, industrial, spiritual, as well as educational, is specialization, getting ready to do one special thing. Specialization is all right in its place and with due regard to timeliness, but out of its place and time, it does serious harm—it cripples, narrows, prejudices men. To begin to specialize in the nursery or kindergarten is to put the roof on the house before the foundation is laid and the walls erected. The jack-at-all-trades is proverbially good at none. It is equally true, if not so proverbial, that he who knows only one thing cannot know it well, does not see things in their proper relations and proportions. The narrow specialist is a one-eyed man. He cannot see so well as the man with two eyes nor so clearly. His sense of perspective is gone. The narrow specialist cannot see the forest for the trees, nor the rose for its petals. It is dangerous to life, disposition and character as well as disastrous to enduring success to become so absorbed in our vocational duties, our single line of work, that we have no interest or concern in other things. It takes a broad man to live the complete life.

ITS ROOT IN CRASS MATERIALISM

All this applies with peculiar force to the days of study and preparation for life—to our school and College days. The materialism of our day has given us the elective system in our Colleges and has crowded it down into the high schools and even into the grammar and primary grades. The result of this narrowing tendency in our education must necessarily be the narrowing of the spirit of the men and women who are the victims of it and their dissatisfaction with life and its privileges and opportunities. I am not surprised that suicide is on the increase—because the narrowness of men's lives and the paucity of their interests is such that, when temporary failure comes, they have no other source of work or interest to flow to and so must rid themselves of the dismal grind and disaster of living. Education ought to touch life and knowledge at every point; it ought to produce a well-rounded man. According to an old adage—an educated man should know something about everything and everything about some one thing. We have been putting the emphasis of late years on the latter part of this adage—been trying to learn everything about some one thing—but neglecting the equally important first part of it—the knowing of something about everything. A College education brings a man into contact with life and learning and literature in every department, and so broadens and sweetens life and at the same time lays a broad and secure foundation. When this is done we are ready for specialization—for mastering our one thing well. The technical school, where engineering and the practical trades are taught; the professional school where law,

medicine, dentistry, and so forth are covered; the special school where a normal or commercial training is given—these should all therefore come after the College education is completed and not before or in place of it. To substitute them for the College education, the foundational, broadening, liberalizing education, is to cripple the life and cast its possibilities of achievement in a small mould. I am glad to see the thoughtful young persons of today appreciating this fact and to note a growing tendency on their part to postpone their technical, professional, or special training until they have had at least a year or two, if not a full four years' course, in College. I am glad also to learn that the great Universities such as Yale and Harvard are requiring all candidates for professional degrees to have graduated from College. In the same connection the Virginia authorities are entirely right in their requirement that after 1914 all dentists must first take the regular medical course and then the special dental course.



Experience has taught us individually and as institutions that specialization has been tending to go to seed in the past generation in this country and that a due regard to the ultimate ends of both true education and good success in life requires a broad educational foundation before the superstructure is raised—and this foundation work can be done nowhere except in the College. This does not mean that all the tendency of specialization to go to seed will forthwith cease, but that the wise will at once discontinue it and the less wise will suffer because of their lack of wisdom, foresight,

and just appreciation of the value of real, enduring foundational work. Some of our crop will, of course, continue to go to seed, but we shall cease to allow the most or even a large portion of it thus to waste and spend itself. The College has a distinct work in our educational system and must ever be sought by the men and women who expect to reach the top in their life work, whatever it may be.

Schools or Apprentice Shops---Which?*

AWAY WITH YOUR UNVARNISHED COMMER-CIALISM

Superintendent Judd's article in the July 4th edition of *The Progressive Farmer* entitled, "Schools Should Emphasize Classics Less, Work More," smells so strongly of commercialism that I am constrained to inquire whether we should not turn our schools into apprentice shops at once. It would be the popular thing to do, and all the captains of big business would applaud, and all the low-visioned parents would join the chorus, and the boys and the girls who dislike the close application required by "the classics" would sing "amen and amen."

THE SUPREME FOLLY OF THE BREAD-AND-BUTTER-ISTS!

I am ready to grant that natural science and history, with its kindred branch, Social Science, and modern languages, have had a hard fight for recognition in the curricula and, they ought to have had. The fight has helped these branches, and their place is assured. It is folly for their devotees now to endeavor to force the classics out of the curricula and to join with the corn-clubbers and the tomato-canners and the domestic scientists and the manual-trainers in a warfare against the schools themselves.

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*Reprinted from the August 1st edition of The Progressive Farmer. Written for that paper by President Harper.



This whole clamor for practical education is based on a misconception of the purpose of education. Is education to prepare for making a living or for living a life? Those who think the former will plead for the elimination of the classics and higher mathematics. Bread and butter will ever face them. Poverty will be to them the unmitigated curse of life and education a crusade of children against it; and the results achieved will exactly parallel those accomplished by the children's efforts to redeem the Holy Land.



There are others who see in life more than loaves and fishes, who believe in making a living, but consider the surest way to do it is to prepare to live a life. They use the muck-rake all right, as all men must, but they occasionally take a peep at the stars. They believe in practical education, but insist that that education is most practical which puts its emphasis on man rather than on practical. They believe in vocational training, but consider it should come after a solid basis in literary culture has been laid. They resent the short-sighted modern educational propaganda which would exalt hand-work above head-work in our public schools, for they know that the head is the part after all that the educational system must appeal to, if it is to help man forward, and they will resist to the last inch every attempt to transform our public schools and Colleges into apprentice shops.



What, then, is the purpose of the public school system? Is it to make farmers? Is it to make tomato-canners? Nurses? Brick-layers? Ministers? "Oh, no, not all of these, surely," the modern apostle of new educational light will exclaim. "We want practical education. The professions will take care of themselves." Here is their weakness. They herein betray the crassness of their materialism and invite the criticism so often hurled at Democracy—that it must aim at the production of the lowest type of public servants, since most men will eventually land in that class. It seems to me that it would be better to hold up to all the highest ideals than to discourage even the few who have such ideals.



But I maintain—and the facts will bear me out—that the practical education which the public schools give is impractical in the extreme and mere petty fogging. The skillful farmer can teach his son more about farming in ten hours than the farm life school can in ten months. The good Southern house-wife can do more for her daughter in domestic science in a week than the school can in four years of high school training. The uplift from practical education to farmers and their wives will come through the farmers' and farmers' wives' institutes (and may their kind multiply) and from the real Agricultural and Mechanical Colleges which insist on a thorough literary foundation before they undertake to give the special training they offer.



And again I ask, what is the purpose of education in our public schools? It is to give its students an outlook on life, to quicken their ideals, to equip them with that mental strength which will enable them to achieve a larger and readier success in their life work, whether it be of the farm, of the shop, or of the professional type, and when our schools depart from this sensible ideal, an ideal that has the verdict of history on its side, an ideal that has made America different from the other lands of earth and placed her in the forefront of nations as doing more for the common, average, middleclass man than any other nation has ever before attempted even,—when our schools depart from this sensible ideal, they will have ceased to serve the highest interests of our children and we shall need to call them to strict account.

Items of Special Interest

THE College Y. M. C. A. Convention for the two Carolinas is scheduled to meet with Elon September 24th to 27th. Elon will gladly welcome this splendid body of splendid men.

IT has been decided to add piano tuning to the instruction heretofore given in the music department. Mr. A. C. Bergeron is to have charge of this feature of the College work. He has been the tuner of the College instruments for the past two years and is a thoroughly capable man.

DEAN W. P. Lawrence was lecturer on English Literature in the Appalachian Summer School this summer. He gave his pupils the benefit of his travels in England and of his study in Oxford.

DRS. Atkinson, Newman and Wicker, and President Harper were members of the Faculty of the Virginia Beach Chautauqua and School of Methods for Religious Workers from July 20-26 this summer. Dr. Atkinson was honored by being invited to preach the Convocational Sermon for the School. The General Secretary of the Chautauqua was an Elon man, Prof. S. M. Smith, Secretary of the Norfolk Y. M. C. A.

PROF. A. Lucius Lincoln, '07, is making a splendid record as Superintendent of the Elementary Schools of Virginia. His address is Capitol Building, Richmond, Va.

MR. C. B. Riddle's book, College Men Without Money, is meeting with a large and ready sale, as it should. The Thos. Y. Crowell brought out a five thousand edition of it. Mr. Riddle is a member of Elon's Junior Class.

DR. J. E. Rawls, Suffolk, Va., '96, is proprietor of the Lakeview Hospital of that city, one of the most successful surgeons of the Old Dominion, and enjoys a most extensive and lucrative practice. Associated with him is his brother, Dr. D. L. Rawls, one of the Old Guard.

MISS Iola Graham Johnson, '09, is now Mrs. B. D. Crocker, Suffolk, Va. Alma Mater's most happy felicitations!

PROF. T. H. Franks, '08, and Prof. W. F. Warren, '10, are promoted from teachers in High School branches to be High School Principals in Asheville, N. C., and Greensboro, N. C., respectively, for next year.

REV. M. L. Bryant, '04, who has been recuperating at Asheville, N. C., has his address at 14 Blake St., that city, and his heart thoroughly devoted to Alma Mater. He is improving, which good news will rejoice all the Elon family.

THE new Domestic Science Laboratory bids fair to attract many students next year. Miss Pearl Fogleman, '13, now a student in the New York City University, will have charge of that department next session. Miss Fogleman is very popular with the student body.

DR. W. C. Wicker, '93, enjoys the distinction of being the only man in North Carolina to be a member of the Lesson Committee of the International Sunday School Association. In June he attended the meeting of that Committee in connection with the Chicago session of the International Sunday School Association.

DR. T. C. Amick and wife are summering in the classic halls of the University of Virginia this vacation.

PRESIDENT Harper is now a member of the Teacher Training Committee of the International Sunday School Association. It will hold a meeting in Cincinnati on August 18.

ELON was well represented at Y. W. C. A. and Y. M. C. A. Summer Conferences at Blue Ridge, Black Mountain, in June. Dr. Atkinson also attended.

DR. N. G. Newman, '91, is College Pastor and Professor of Pastoral Theology in Defiance College, Defiance, Ohio.

MR. W. S. Wicker, '13, won the Mathematics Medal given to graduate students at the University of North Carolina last year, and is fellow in Mathematics there next year.

MR. H. E. Atkinson, of the Junior Class, Elon's greatest pitcher so far, has made good in the American League this summer. Callahan of the Chicago Americans saw his talent and bought him—an unusual distinction this!

THE Board of Trustees in executive session on July 10th decided to purchase a concert grand piano and to install it at once. The College Music Department has grown to such proportions that this instrument seemed a necessity. The Board voted to accept the magnificent instrument made by the Kimball people of Chicago, an exact reproduction of the concert grand used in her recent American engagements by Miss Myrtle Elvyn. Miss Elvyn used this type of instrument in her performance last winter before Kaiser Wilhelm and Kaiserin Augusta and several others of the royal family of Germany. The instrument is to be placed in the College Auditorium, where the recitals of the Music Department always are given.

MISS Toshio Sato, Elon's Japanese student from Utsunomiya, Japan, is already in this country, and is summering in New York State. Mr. J. Beale Johnson and his brother, Rev. J. Lee Johnson, are to educate her in this country to be a missionary to her own people.

ONLY one Alumnus fell by the way last year, but death in him struck a shining mark. Major Elijah Moffitt, '93, Asheboro, N. C., was one of the most prominent lawyers in North Carolina. His practice was large and his popularity unbounded. Alma Mater mourns the loss of so noble a son in the very prime of life.

REV. Jas. O. Cox, '04, is the efficient Superintendent of the Christian Orphanage located here.

STEAM Heat has been installed in the Ladies' Hall this summer.

FROM every indication September 2, 1914, is destined to usher in the most prosperous session in Elon's history.

Outstanding Events of the Year 1913-1914*

There are certain outstanding evidences of the year's success which should be specifically mentioned:

1. The largest enrollment in any one year—386 in all departments. The Faculty's changed ruling on graduate students, requiring actual residence from now on, will likely result in a decline in total enrollment for next year, but not in actual resident ones here. If we can have the assistance of the friends for the next year as we have had it in the past, we shall hold our own in the regular enrollment and hope to increase it.

2. Harmony in the Faculty.

3. Loyalty and good deportment among the students.

4. Good health among both faculty and students. There has not been a single death in eight years—a most remarkable record.

5. Noteworthy improvements in the College plant—including the erection of the Ladies' Hall for co-operative boarding facilities, the installation of the 50,000-gallon steel water tank on its 70-foot steel tower, improvements of delightful character as well as for efficiency at the Power House, and attempts at campus beautification, with many minor items.

6. The creation of the new special department of Domestic Science and its equipment in the Alumni Building.

*Quoted from the President's Annual Report to the Board of Trustees, June 1, 1914.

7. The growth of the laboratory equipment both for chemical and biological work.

8. The arrangement of a special course of study leading to the A. B. degree and open only to ministerial students, combining the special training they need with the time-honored elements of the classical curriculum.

9. The rallying of the Alumni and the Old Guard to the College in the effort to raise $26,600 with which to pay for the Alumni Building—the dawning of a new day of prophetic greatness for the College.

10. The recognition of the College diploma by the State of Virginia, accepting it as basis for the certification of teachers in that commonwealth—a cause for congratulation among Elon's many friends in that State and which should bring us our former prestige among these most progressive people.

11. The winning of the North Carolina State Collegiate Basket-Ball Championship—no mean distinction for the first year of our gymnasium.

12. The winning by one of our Freshmen of the North Carolina Inter-Collegiate Peace Contest Medal, entitling him to represent this State in the contest for the Southern States held May 13 at Nashville, Tennessee—a distniction that humiliates us and yet inspires.

13. Gifts as follows: of a life-size portrait of former President, Dr. W. W. Staley, the gift of Trustee Willis J. Lee and his wife; of books for the library secured through Dr. Newman's solicitation; of books from Dr. D. H. Albright's library, not yet delivered to us; of sixty silver maple trees for the campus from the Senior Class; of $285.35 from the estate of Deacon Joseph A. Foster, Semora, N. C.; of $300 from the

American Christian Convention Educational Board; of $1,500 from the Elon College Fund of the Southern Christian Convention; of $3,000 from the Francis Asbury Palmer Board. The bequest of Brother Foster is in the Treasurer's hands and subject to your order. The other moneys were designated for current expenses by the donors and have been used for that purpose. The bequest of the late Dr. J. J. Summerbell to the amount of $1,500 is not yet available. It has already been alienated to the endowment fund by your action of last session.

14. The generous provision for the College of the Southern Christian Convention, which voted voluntarily $250 annually more for the Elon College Fund and provided an Elon College Day in the Churches, at which the claims of the College shall be presented and a freewill offering taken to provide a Department of Theology in the coming years. The membership of the Convention seemed proud of the College.

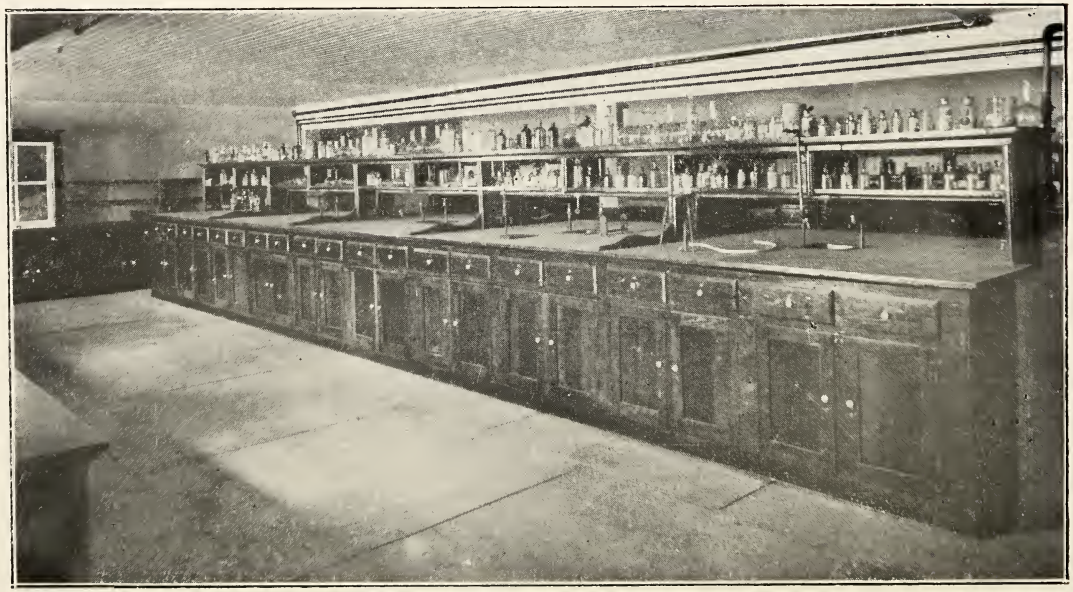
15. The election of a College pastor for all his time by the local church with the co-operation of the student body—a most happy circumstance, destined to mean much for the future internal development of the College, conditioned of course on getting the right man—which we have fortunately done.

16. The continuance of the beautiful Elon spirit, whose chief ingredient is concern for the spiritual life, which was appreciably helped by the series of meetings conducted by Dr. J. W. Harrell and by the discriminating work of the College Pastor, Dr. J. O. Atkinson, and of which a distinguished Christian worker, Mr. Marshall A. Hudson, Founder of the Baraca Movement, after a visit here, had this to say: "In no College have I been more kindly re-



CORNER MUSEUM

On the third floor of the Administration Building. Due to the untiring energy of the Curator, Rev. B. F. Black, and the generosity of many friends. The specimens and relics herein found are useful in connection with the courses in Biology, Mineralogy, History, Social Science, Physics and Geology



CORNER CHEMICAL LABORATORY

On the first floor of the Alumni Building. Equipped with every modern convenience. Modeled after the Johns Hopkins Laboratory

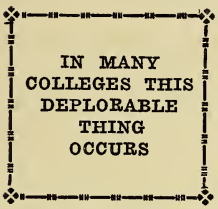
ceived than by your students. I found in Elon what I have never found quite so prominently before, a spiritual attitude and desire to learn of spiritual things. There was manifested a desire for a deeper spiritual life, and I want to thank them for their attention to my words. I congratulate you upon the splendid spiritual atmosphere that Elon College possesses''—for which we give thanks and take courage.

The Elon Way and Other Ways*

STRANGE ENVIRONMENT OFTEN CRAMPS THE SPIRIT

It is so uncomfortable to undertake to sleep on a bed that cramps you, that a hotel which furnishes you such an experience is not likely to have your patronage again when you pass that way. Then you, perhaps, have been cramped or felt cramped, at least, at other times when the bed was not the cause. When thrown into such association in the parlor or at the table as to cramp your feelings, you long for the freedom that gives ease and liberty. If you belong to the great middle class and find yourself a passenger, first class, solely with the very rich on board a great ocean liner, you are at once conscious of a restraint that renders you uncomfortable. The world-famous evangelist, Gipsy Smith, on a voyage to Australia under such surroundings, was asked by one of the idle-rich passengers whether he had been accustomed to such company as that. Smith replied: "If you mean the moral quality, I have been accustomed to much better society."

*Written for the News and Observer by Dean W. P. Lawrence of the Elon College Faculty and reproduced here because so true as an interpretation of the Elon life and spirit.

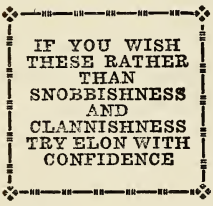


Now, the life in Colleges sometimes gives newcomers cramp. If you come from the open, free, democratic life of a community where there is the least of class distinction, snobbery, and group distinctions, into just the reverse sort of life in a College, you are apt to experience a fatal shock to your College aspirations. There are some Colleges where the spirit of open, free democracy is much stronger than in others. I have felt the difference in the half dozen Colleges and Universities whose life I have had the privilege of touching. Out of the non-democratic spirit, out of the spirit of clannishness, out of the class spirit, comes the organization of College secret orders, or fraternities, with all their harmful effects upon the democracy and freedom of College life. Every College population has to deal with this tendency towards the formation of caste. In some the disease is much more advanced than in others. In some Colleges it has insinuated itself as much without notice as the great "white plague" has fortified itself under the very eyes of the medical profession. In other Colleges a program of prevention has been carried out with more or less satisfactory results.



In all my observation of College life, I have found the least of the clannish, the undemocratic spirit in Elon of all these Colleges. There are, perhaps, persons now and then who have been repelled by the shadow of such a spirit, even at Elon, and have gone away denouncing the College as fostering a spirit of bigotry and exclusive-

ness. If such persons had gone straight to some other institution where the disease of caste has already become a plague, they would at once understand what I mean when I call the Elon infection only a shadow. And this shadow exists only because now and then some student, a good mark for the undemocratic spirit, with a few others whom he can persuade to think and feel as he himself does, undertakes to form a little clan, or exclusive group,—usually to the disgust of everybody else.



So, if you are contemplating going to College, though, it may be, for only a short time, and you are opposed to spirits and customs and fashions that cramp an open mind and a free spirit, try Elon. Here you will find the Board of Trustees, the Faculty, the student body, as a body, and the village, opposing the clannish, undemocratic spirit. You will do well, too, to cast your lot with them rather than with the small minority who would destroy this spirit of open, free life,—cast your lot with this spirit that takes account in its rating of you, not of social caste or wealth, but of character and loyalty and gratitude and nobleness of purpose and such like.

Why I Go to Church*

Recently I was asked to tell in five minutes why I go to Church. I am glad I was requested to discuss this question rather than the more usual one why men do not go to Church.

I go to Church for many reasons—all of them sound ones to me.



First, my Master did. It was His custom to attend the synagogue and temple services regularly, though there were many things that occurred in both which His soul abhorred—which leads me to say that no man has the right to absent himself from divine worship because connected with it are things which he would prefer changed. It is his privilege to work prayerfully for the changes desired, but his duty is to be regular in his attendance. Since Christ is to us an example in all things, I feel that I must go to Church in view of His practice. If I am a Christian, it is my duty to go to Church. If I am not a Christian, it is certainly to my advantage and best interest to do so.

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*Elon College supplies a preaching service each Sunday morning in the College Auditorium. Dr. J. O. Atkinson is College Pastor, who frequently invites ministers of all evangelical churches to preach for him. The second Sunday in February was official Go-to-Church Sunday here. At that time President Harper was asked to tell the student body why he went to Church. It has been widely circulated and is reproduced here by request.

Secondly, I go to Church because I enjoy it. My experience agrees with that of the Psalmist, when he said, "I was glad when they said unto me, Let us go into the house of the Lord," and when I have come there, and share the fellowship of my brethren and friends, I feel as Peter did at the Transfiguration, when he said, "Lord, it is good for us to be here." Yes, I enjoy going to Church. There is no experience of my life more enjoyable to me than going to Church to worship, and the joy of it grows with passing years. I enjoy every feature of the service,—the music, the announcements—somehow announcements at divine services are different from others—the prayers, the Scripture reading, the sermon, the offering—yes, the offering, too, because it gives me the coveted opportunity to show in a small way my appreciation for the joy the service brings my heart.



Thirdly, I go to Church because it does for me and my life what nothing else can. I read a great many books and hear a great many lectures and addresses. I attend a great many religious gatherings for the discussion of religious themes. I go to Sunday school, and try to teach. All these things I enjoy; all of them do me good; all of them help me. I would reluctantly part with any of them. But they are not to be compared with the uplift that comes to my heart and the inspiration that stirs my soul during the regular church service. A sermon read in the quiet of home does not touch



the vital part of me as does the sacred, solemn service of the sanctuary at the hour appointed for divine worship. I have never attended such a service and gone away without realizing that I was a better man than when I came. Some may say this is a phychological matter, but my experience teaches me it is spiritual. My life is poor enough as it is, but it would be much poorer, were the sacred privilege of attendance on divine worship denied me. My life is weak at best, but its weakness would result in speedy disaster, unless the strength the Church gives should embolden it to undertake the daily duties that confront it. My life is imperfect, God knows, but its imperfections without the cleansing power of the Church and its worship would be manifoldly greater. I simply cannct do without the Church in my life.



And, finally, I go to Church because it gives me a foretaste of heaven. At Church all the sordid things of life melt away and the Spirit of God plays joyously in the heart. There is sweet communion with the Father and grateful absence of all cares and anxieties. It is true the revelator tells us there will be no temple in heaven, and there will be no need of one, for heaven itself is a temple, and only the holy and sacred associations of the Church and of the life engendered by the Church can have part there. In such an atmosphere, the atmosphere of heaven, of hope and consolation and joy, the peace that passeth all understanding enters the life and brings it close to God.

For these reasons I am happy to be privileged to go to Church.

Colleges Versus Universities

Some Plain Facts

WHY THE COLLEGE EXCELS IN CHARACTER BUILDING

This is the day of large things. Bigness is the ideal of modern life. This may be necessary in the business sphere—an unconditional requirement of our complicated social and industrial life. But to conclude that it is also necessary in education is to do violence to fundamental principles and ignore the plain verdict of history. If education were simply a thing of the head, you could get it at a great University in its College department as well as in the small College, but since it is an affair of the heart and the character as well as of the brain, it can be had nowhere so ideally as in the small College. Why? Character grows, the heart unfolds and expands, not in the presence of great thinking, but of great living. The vital, personal touch of the teacher moulds and fashions the character, and nothing else can. The lack of this is the weakness of the large College, in which the professors do not even know the names of their pupils. They call their pupils' names on class from a record book prepared at the office and require them to stand up when they are called upon that they may know that they are present to recite. Pitiable; isn't it? Yet this divorcement of pupil and teacher is a universal fact at every such institution. The professors in such institutions are engrossed in research. Their chief concern is with abstract truth. When they have developed their pupils' heads, they have done their full duty. "We

let the preacher look after the students' morals and the policeman after their conduct," said one of them once, when asked what he did in his institution for character training; "we are concerned with higher things, with truth." Thoughtful parents have not so decided and are not willing to trust their sons and daughters in such institutions in the formative period of their life, at the time when the teacher's personal touch and individual care is the potent factor in character-building.

AND OUTDISTANCES THE UNIVERSITY IN SCHOLARSHIP

Not only does the large College fall down in not giving nutriment for character growth; it also comes short in the very aim of its existence, intellectual pre-eminence. It is a matter of common remark that the great teachers in large Colleges are themselves the graduates of small Colleges. Why this paradox? It is because for the first two years of the College course in these institutions the teaching is not done by the professors at all, but by members of the upper classes or instructors pursuing their graduate work and engrossed in it, who in this way are earning their way. Not only does the large College then fall short in character-building, but it is inferior in its intellectual thoroughness to the small College, where the regular professors teach the Freshmen and Sophomores as well as the Juniors and Seniors. For this reason the small College, proud that it is a small College and sure of its ability to retain its place of leadership educationally, has come to stay. It would be a sad day in the world's history, were the small College to cease to exert its saving influence on American life and character.

AND YET MANY ARE MISLED IN CHOOSING—NOT KNOWING THE FACTS

A great many young people are unwittingly led to go to a University for their undergraduate work instead of to a College, because they feel that they will thus get superior instruction and better advantages. They think it will sound better to be called a graduate from a University than to be called a graduate from a College. An unfortunate error underlies all this course of reasoning.

UNIVERSITIES IN NAME—NOT IN REALITY

In the first place a University may be so in name and not in fact. There are but a few real Universities in the United States. They are justly renowned and other institutions seeking the same renown, though meriting it not, have been led by the eclat of a high-sounding name to call themselves Universities without due regard to their deserts. A University is a place where all branches of learning may be studied at first hand; it is not a College plus a law and a medical and a pharmacy department. It has all these, but they are its appendages—it is far more than these. Its real strength is in its graduate school of the Arts and Sciences—not in its professional or technical schools.



In the second place all true Universities make a distinction between the College department which they maintain and their various graduate and professional schools. In these institutions a graduate with a Bachelor's degree is not reckoned as a University graduate at all, but as a College graduate. Yale College, for instance, confers the A. B. and B. S. degrees, but Yale University the M. A., M. S., Ph. D., B. D., and other graduate and professional degrees. In other words you cannot go to a University proper nor be counted a student in such an institution until you have graduated from a College, be it the College department of a real University, or of a so-called University, or of a real College, which does not attempt professional work at all.



In the third place, the laxity of restriction and the absence of discipline, which obtain in a real University, are aped also by the so-called University, and have proved disastrous to the moral life of many immature young men. Gambling, drinking, and the social evil run riot among the tender youths, who are too immature and innocent to foresee the dire consequences and are ruined before they realize it. Such practices would forever discredit a small College, but the Universities which tolerate it and by lax discipline encourage it, each year make shipwreck of new recruits—a veritable slaughter of the innocents—for whose restoration to virtue and innocency weeping Rachels weep in vain and cannot be comforted in their irreparable loss. Parents cannot

be too cautious with respect to a matter so vital to their children's success in life nor can the young people themselves afford to be led away by the consideration of a big name and thus be induced to subject themselves to conditions which may bring their fortunes to irreparable wreck and ruin.

THE PLACE OF SUPREME LEADERSHIP OF THE REAL COLLEGE

The College, the small College, where the personal touch between teacher and pupil is a constant quantity, and a vitalizing, quickening power, is certainly the proper place for undergraduate study. After the character is firmly knit and the life deeply grounded on the solid rock of Christian manhood, the University may be sought with profit and without fear of its adverse moral influences. The College is for education and character development; the University for special training and narrow specialization. To begin the development of the educated man or woman in the University is like standing a pyramid on its apex. Thoughtful parents will not do it. They risk too much. They value the character of their children and the thoroughness of their intellectual training too highly to take such a risk.

A Great Statesman's Great Blunder

JEFFERSON AIMED AT A NEW TYPE OF EDUCATION

Thomas Jefferson was not only the author of the Declaration of Independence, but the founder of the University of Virginia, and in this latter accomplishment he took an even greater pride than in the former. Jefferson had been educated in France and the free-thought philosophy which then infected French education fastened its tentacles upon his mind. He believed in freedom and realizing that all the institutions of higher learning in his country were controlled by the Church, he felt that religious thought could not be free unless religious control were in some way removed from the Colleges and Universities. He therefore founded the University with this distinct aim in view, believing that a new type of Christian man would result in this atmosphere of religious freedom.

AND THE PEOPLE TOOK ON TO IT

Since his day the various States have been establishing their Universities, Technical Schools, Normal Schools, all based upon the same philosophy and all inspired with the same purpose. The public school system in its primary, secondary, and high school grades is directed to the same end. The people did not object to the expenditure of their money on these enterprises, because they believed in freedom in politics and tolerance in religion, and inherently felt that Church and State

should be separated. We believe the same, but experience has taught us certain facts in respect to the matter which they did not perceive. For they did not realize that in accepting Jefferson's doctrine they were cutting off the possibility of religious instruction for their children and opening up the way for the sure entrance of instruction inimical to the very existence of religious life. But they were. The thing was insidiously done, done with the hilarious acclamations of praise of the citizens, who were charmed with that sweet-sounding word, freedom; but it was done, nevertheless.

BUT GOT WHAT THEY HAD NOT PLANNED FOR

President Van Hise, of the University of Wisconsin, says: "Religious instruction in the University of Wisconsin is impossible under the State Constitution." It is presumably so in all the States. And not only do the State schools not offer courses in the Bible, but they will not accept such courses as counting for entrance to their graduate departments from candidates coming from Christian Colleges. So that it is not a case of *religious freedom,* but of *freedom from religion,* that we find in our State institutions of higher learning. Do not misunderstand me. I am not saying that all the teachers in such institutions are irreligious. I know many men and women in them who are devout Christians, but some of them are irreligious, and, though I regret to say it, not all are able to be freed from the charge of dissoluteness. The State institution, whose cementing bond is patriotism, can make of religion only an incident. In order for spiritual life to ripen to its fullness, the very atmosphere environ-

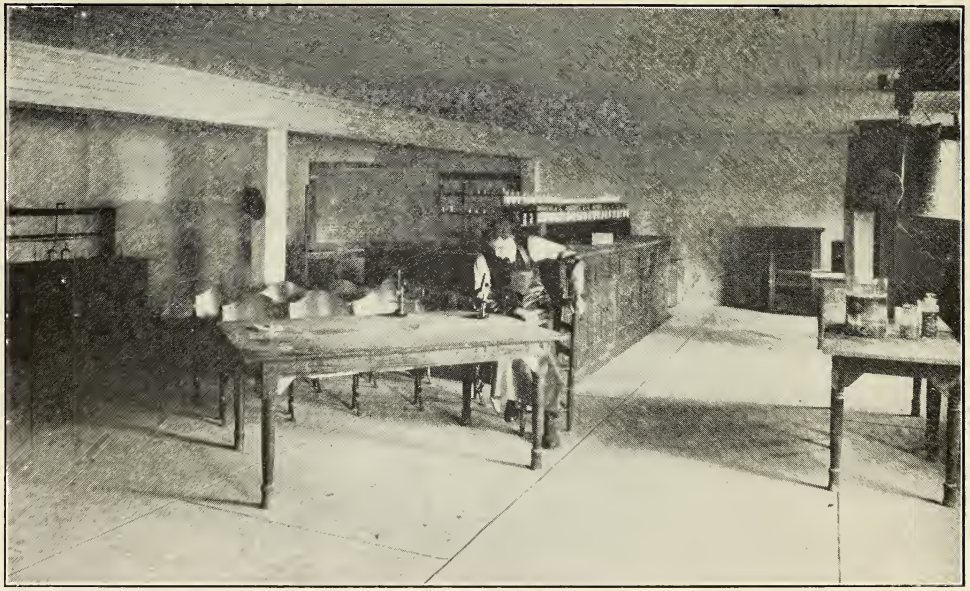
ing the young must be tense with religious sentiment. It is not so much the lack of *religious instruction* in the State institution as the *absence of the religious atmosphere* that unfits it for developing the noblest type of Christian manhood.

JEFFERSON'S EDUCATIONAL AIM IMPOSSIBLE AND INCONSISTENT

The trouble with Jefferson's aim is that it cannot be realized, and as wise a man as he should have known it. He was the advocate of civil liberty, but he gave the man no exercise of the rights of suffrage till he should be twenty-one years of age and denied to adult individuals coming from foreign lands the rights of citizenship till they had met with the conditions of naturalization. These two provisions of our fundamental law argue, and that, too, rightly, that preparation is necessary for the profitable enjoyment of civil liberty. Jefferson knew the folly of granting the suffrage to boys and immature young men and to adults reared in an atmosphere not conducive to training for free suffrage, and if he did not know, the supreme folly of negro suffrage has since taught us the lesson. Seeing with such unerring accuracy the unconditional necessity for a long apprenticeship before the privileges of civil freedom could be profitably invested in men, how could Jefferson with such blindness confer the privileges of religious freedom on persons immature and untrained for it? The inconsistency is inexplicable and the consequences of it alarming in extent and deplorable in spiritual poverty.

ITS CONSEQUENCES DEPLORABLE

In the public schools of many States, for example, the Bible cannot be read nor prayer offered. In many others it can be read, but no explanation offered or prayer made. But there is no law against teaching things inimical to the Bible, and teachers have been frequently known to go out of their way to criticize the Bible and the Church, nor have the Christian people any redress against this paralyzing condition. In seeking for a false liberty in religion, we have given up what religious instruction we had in our public schools. That is serious enough, but that is not the worst of it. We have not only given up our right to have our children instructed religiously, but we have acquired the chance of having them instructed irreligiously. It is true that the home and Sunday school and other church auxiliaries can counteract the irreligious tendency in our public schools, but does it, and ought it to have it to do? And how are we to correct it in the institutions of higher learning, with the home influence removed? When we pay our money for education, haven't we the right to say what kind of education it shall be? But we have forfeited that right, if we wish religious instruction, because the courts have frequently held that the Bible is a sectarian book and its teachings are sectarian and therefore cannot be given in the public school system, whether of the secondary or of the higher order. And yet we repeat, there is no court that has yet forbidden any teacher in these schools to find flaws in the Bible. We have sold our religious birthright for a mess of liberty-seasoned pottage.



BIOLOGICAL LABORATORY

Alumni Building, first floor. Equipped with lockers, microscopes, reagents, dissecting tools and all apparatus for botanical and zoological investigation



THE YOUNG LADIES' HALL

(Not shown on the panoramic views in the center of this bulletin)

The home of the Co-operative Boarding Department for Young Ladies. Last year all expenses, including laundry, were covered by $60.67—an unparalleled rate for wholesome living with all modern conveniences



The National Educational Association gives large space in its annual programs to problems of School and College administration, to technical education, to vocational training, to the futility of classical education, to the study of child nature, to the problems of adolescence, but is silent in respect to the need of religious instruction, unless it be in learned discourses denying the necessity for it. This association is our highest educational body. It is representative of the educational thought of the day. And in that thought there is no space for the favorable consideration of religious instruction. Not only do we have this instruction, but we do not even realize that we need it. Truly do the educational leaders of our day need to see a great light, and they can find it in the simple language of Holy Writ in many places, but nowhere more plainly stated than in Proverbs 22:6: "Train up a child in the way he should go; and when he is old, he will not depart from it." And we all need to realize that "whatsoever a man soweth, that shall he also reap."



But the States have not only established their public schools and rounded out the educational system with their institutions of higher learning and their technical and normal schools. They have gone further and introduced an economic reason for patronizing these institutions by granting free tuition to all who will fulfill certain trivial conditions. This is a frank acknowledgment of their inability to secure patronage in open competition

and so they take the money out of your pocket and mine to buy it. And many are decoyed by this practice into sending their children, who would much prefer the spiritual environment of the Christian College. A little investigation, however, will show that, even with free tuition, education in them will cost more than in the Christian College, where the life is simple and the demand for extras reduced to a vanishing point. And further, the State frequently discriminates against graduates of Christian institutions in favor of the graduates of its own schools in the matter of certification of teachers—another frank admission of their inability to secure patronage under normal conditions of open, free, fair competition.

BEHOLD A NEW EDUCATIONAL POWER—CARNEGIE'S MONEY!

But even this is not all. For recently there has appeared on the educational horizon a spectacle not before seen in the world's history—the spectacle of a man immensely rich buying the Christian Colleges and Universities away from their allegiance to the bodies creating and so far supporting them through offers of retiring allowances for their decrepit teachers and other good and valuable considerations. And year before last thirty-three Colleges and five Universities were false to the pledges given in their foundation in order to dwell in the tents of the wicked, and I use this word wicked advisedly, because an ancient commandment, if I mistake not, enjoins upon honorable people not to steal. One of the most disreputable things that has happened recently in the educational world was the attempt, at last successful, of this same man, to wrest from the Methodist Church the control of the Medical

Department of Vanderbilt University by the offer of a large sum of money made through steel, and the bishops of that Church in a published statement with due severity properly characterized him as "an agnostic steel monger," making an "impudent proposal," which is "not so much a donation as an attempt to denature the institution."

HIGHER EDUCATION IMPOSSIBLE WITHOUT BIAS FOR OR AGAINST THE CHURCH

But to return to our original statement that Mr. Jefferson's aim of education for the young with religious freedom is impossible of realization, we have to remark first that it is impossible to teach literature, science, philosophy, history, social science, pedagogy, psychology, ethics, and kindred branches, all of which find liberal space in the curricula of both State and Christian Colleges, without taking position for or against the Christian religion. In the Christian College it is *always for* the Christian religion. In the State College and in the so-called free Colleges it is *sometimes for* the Christian religion. Last year one great University, one of your free Colleges, reported only one Church member out of a class number more than five hundred. Elon, during twenty-four years, has never graduated but one who was not a member of some evangelical Church. So that we are not talking mere theory when we say that these branches of learning are so interwoven with Christian thought and life that there is absolutely no escape from making them tell tremendously in favor of the Church or with equal power against it. It is therefore a matter of religion or irreligion, of religious or irreligious instruction, in our institutions of higher learning. It

cannot be non-religion, because there is no midway ground. Did not the Master Himself say: "He who is not for me is against me"? It is simply a question of which kind of instruction Christian parents desire for their children, and Mr. Jefferson's dream, based on the infidel philosophy of the France of his College days, cannot make it otherwise in its consequences—consequences freighted with life or death to the soul.

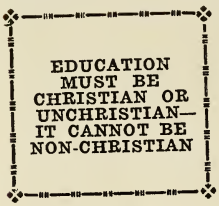


One other fatal error of the Jeffersonian educational aim is embodied in its conception of religion as a separate department of life. But religion is no such thing. It is not a matter to be put on or off at will, but a spirit that enters into every department of life and is an ever-present force or it is nothing. It cannot be left at home when you go off to College and taken up when you return home. It is an abiding presence, giving its color to every act and thought of life, and nothing else can take its place without direful consequences to the spiritual man. The human heart demands religion all the time and must have it, or the life will not be full-orbed. Nor can the religious life be well-rounded unless the atmosphere of its daily routine is tense with spiritual power. It will not do to lug religion in from the outside, thus making it a secondary rather than a primary matter, but this is the best that can be done for it in the State school. If the State cannot provide this essential ingredient of life throughout its educational institutions,—and experience has shown that it does not and the courts declare that it cannot, would it not be economy for the citizens of

the State to see to it that the State hand over the business of education to the Christian schools which can and do supply that spiritual culture so needful for the proper ripening and fruiting of the life in Christian character?

SHALL WE FOLLOW THIS FALSE EDUCATIONAL AIM?

We of the South have followed Mr. Jefferson a long way in politics and in education. We must not let our veneration for him as a great political prophet blind our estimate of his failure as a religious leader. We do not impugn to him improper motives. His aim was high and his purpose holy, but it simply could not be realized, and I have an idea that were Jefferson living today he would be pleading for the Bible in the public schools in the secondary grades and for religious instruction, not sectarian, in the State institutions of higher learning, in both of which he believed, but which experience has taught us cannot be realized, and the courts have shown to be inconsistent with the genius of our government. You call this religious toleration gone to seed, and I agree with you. I go further and declare it a false toleration, the consequences of which Mr. Jefferson either did not or could not foresee. But we see them and it is entirely within our power to escape them, if we will.



Enough has been said to make the issue plain. Our education is to be Christian or un-Christian—it cannot be non-Christian. I do not believe the State school will ever go out of the business of education. I am sure the Church school is here to stay. My appeal is therefore to the Christian parents to weigh this matter well. They can give their children either a Christian or an un-Christian education. It is with them to say which it shall be. By the grace of God many who go to State institutions come away Christian men and women, *in spite of the lack of,* and *not because of the presence of, positive Christian example and teaching.* But what of those who do not so come away? The element of risk, irreparable risk, is inherent in each case. You may be satisfied in your own mind that you can take it in the case of your children. I have no more to say. It is your matter. But remember that a remedy that kills more than it cures is a poor one, and further remember that the chances are always with the majority.

A Word With Forward-Looking Young People

A Round Dozen of Uuexcelled Advantages, Splendid Opportunities, Uplifting Spirit

1. A $300,000 plant, modern in every particular, electric lights, baths, steam heat, deep well water, etc.

2. A Faculty of 24 specialists from the greatest universities, such as Yale, Harvard, Johns Hopkins, Chicago.

3. Unsurpassed special department in piano, voice, harmony, expression, fine arts, normal training, physical culture, domestic science, and commercial practice.

4. Use of two modern gymnasia, one for young ladies in the annex of the West Dormitory, and one for young men in the Alumni Building, costing $26,000 and regarded as the peer of any gymnasium in the Southern States.

5. *The Lowest Rates in the South.* That is made possible by a cheap provision market and by the co-operative boarding arrangement for which Elon is famous. Last year the young ladies' co-operative boarding house supplied all living expenses, including laundry, for $60.67 per member, and the young men's department for about $60.25 for table board.

6. For those not desiring the co-operative boarding plan, the College operates a strictly up-to-date dining hall with elegant service and unsurpassed cuisine, for the extremely low rate of $125 the year for room and board, with steam heat, electric lights, baths and servant's attendance.

7. For those deficient in a few studies, there is abundant opportunity to make them good under the College teaching force in our unsurpassed sub-freshman department. We frequently save students an

entire year in their college course by this department and those who take their entire high school course in our sub-freshman department, if diligent, have been known to save two full years in life-preparation.

8. The Elon Spirit, which even the casual visitor must feel and enjoy—the spirit of fair play, of gentility in all things, of moderation and temperance, of mutual helpfulness and brotherliness, of equality and fraternity and manliness and womanly gracefulness, of emulation in right doing, of respect for the rights and attention to the obligations of College mates, of deep and vital piety, of consecrated religious and Christian character. This fine spirit has rendered *hazing absolutely impossible* here, the student body living in fellowship and affection like one great family.

9. An ideal commercial course *without* cost to those matriculated in the literary department supplying the needed technical training and giving a solid foundation in general culture, the lack of which in the so-called business colleges renders their graduates incapable of anything but the cheapest sort of service.

10. A climate of unequaled healthfulness. No medical fee is laid because it is unnecessary. During a quarter century there has never been a serious instance of sickness. There has not been a death here in a student body numbering nearly four hundred within eight years—an unparalleled record.

11. No extras. All public entertainments are free. Nothing of a public character is charged for, and the charter forbids merchants, liverymen and other vendors of commodities to sell to minor students on credit.

12. Clean athletics. No professionals are allowed here nor will Elon teams knowingly enter into athletic relationships with Colleges that mar College athletics with professionalism and the rowdyism attendant upon it.



THE HOME OF THE YOUNG MEN'S CLUB

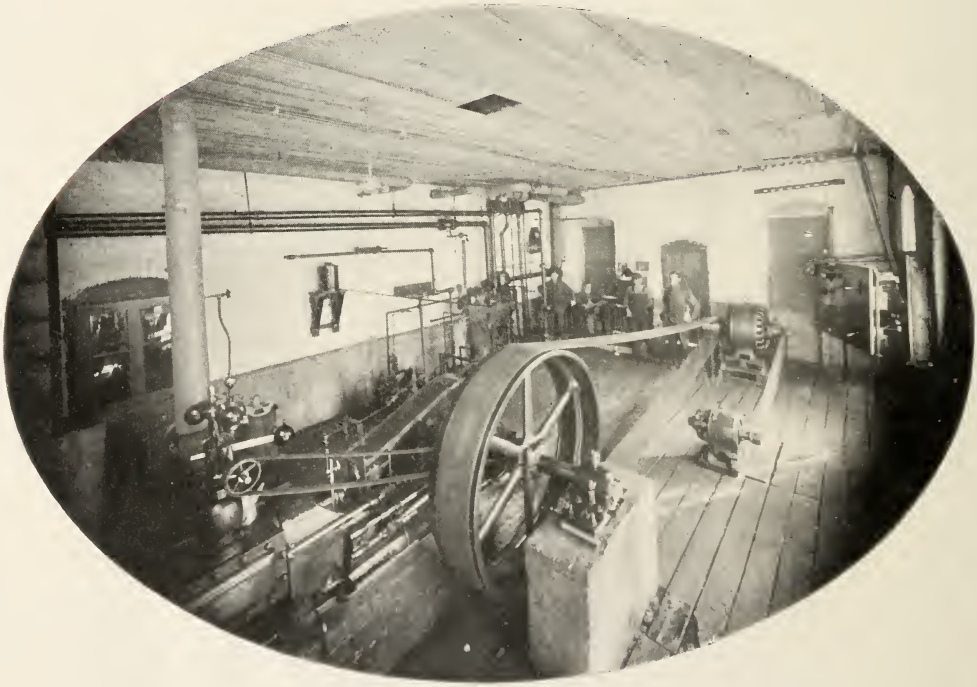
(Not shown on the panoramic views in the center of this bulletin)

Of this Home Mrs. Laura Lee is Matron. The young men taking their meals here room in the College Dormitories. Table board in the Club can be had on the co-operative basis at about $60 the year; perhaps less



AN EXTERIOR VIEW OF THE CENTRAL POWER STATION

(Not shown on the panoramic views in the center of this bulletin)



AN INTERIOR VIEW OF THE CENTRAL POWER STATION

The Power House Supplies Steam Heat, Electric Light, and Running Water to all the College Buildings

Miscellaneous Items---Note Carefully

What to Bring

All students should bring pillows and pillowcases, sheets, quilts, blankets, counterpanes for half a bed. They should also bring towels, napkins, and toilet soap. Everything else is furnished.

When and How to Come

Students should arrive at the College on September 1st. The College opens on the morning of the 2nd and every one should be at the first chapel service that morning, immediately after which the regular work of matriculation, registration and classification is begun.

Students from Eastern Virginia will leave on the morning S. A. L. train for Henderson. There they will change cars, off one train on to another, for Durham, union station, where after about 40 minutes they will board the Southern west-bound train for the College, arriving at 6:32 p. m. They should buy their tickets straight through and have their baggage checked through. Through tickets will be on sale at Norfolk, Portsmouth, Suffolk, and Franklin. The train passes Suffolk at 9:16 a. m. Those desiring may come over the A. C. L. via Rocky Mount and Selma, arriving at 6:32 p. m. Those coming over the Southern have to leave the night before and come via Danville and Greensboro, arriving at the College at 8:00 a. m.

Students from Eastern Carolina, South Carolina, and other Southern States, will arrive here at 11:28

a. m., or 6:32 or 9:27 p. m. They may come at 5:45 a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students from Western Carolina, the Virginia Valley, West Virginia, and other Northern and Western States will arrive at the College at 8:00 a. m., or 10:12 a. m., or 4:48 p. m. They may arrive at 1:20 a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students will be met at the incoming trains by members of the Faculty, representatives of the Senior Class, and committees from the Y. M. C. A., Y. W. C. A., and Christain Endeavor Society.

WHAT TO DO AFTER YOU ARRIVE

Give your baggage check to the Faculty officer or baggage man asking for it, with your name written on the back of it, and the number of your Dormitory room.

Go to your room and get installed. Get acquainted. *You will have a hard time not to get acquainted here.* Have a jolly good time with your fellow students till Wednesday morning, September 2nd.

At eight o'clock on the morning of September 2nd, go to the chapel exercises in the College Auditorium.

Immediately after the chapel exercises, go to the President's private office for registration, bringing your Certificate of Admission and your ten dollars with you. If you did not fill out an Application Blank, fill out one and then get your Ceritficate of Admission. If you have lost your Certificate of Admission, or misplaced it, call for a duplicate.

Present your Certificate of Admission to the Bursar, who will also ask you for your Application for

Admission. Pay him your ten dollars and get your registration card. Then follow the old student who is conducting you to the various Professors' rooms to have your work put on your card.

Then go to the Library and buy your books. Then go to work.

For catalogue or other information, address

President W. A. Harper,
Elon College, N. C.

Fall Term of Twenty-fifth Annual Session opens September 2nd. Students should arrive on September 1st.

SCHEDULE OF RECITATIONS

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 to 8:50	Mathematics B English III Latin I	Mathematics B French I, A Bible I, II, III, V Latin II English A, B	Mathematics B English III, A, B Latin I	Mathematics B French I, A Bible I, II, III, V Latin II English A, B	Mathematics B English III, A, B Latin I	French I, A Bible I, II, III, V Latin II English A, B
8:50 to 9:40	English V, VI Mathematics I, B Latin A Science A	Mathematics B Latin III, IV, A Greek I, II Science A English B	English V, VI, B Mathematics I, B Latin A Science A	Mathematics B Latin III, IV, A Science A Greek I, II English B	English V, VI, B Mathematics I, B Latin A Science A	Latin III, IV Greek I, II English B
9:40 to 10:30	History III, IV, A English II Latin B Science B Social Science III, IV	Pedagogy III, IV History A Mathematics II Latin B Science B	History III, IV, A English II Latin B Science B Social Science III, IV	History A Pedagogy III, IV Mathematics II Latin B Science B	History III, IV, A English II Latin B Science B Social Science III, IV	Pedagogy III, IV Mathematics II
10:30 to 11:20	History I, II Philosophy I German I, A Domestic Science I Social Science I, II	Philosophy II, III, IV German II, III, IV, B Greek A Science III, C Domestic Science II	History I, II Philosophy I German I, A Greek A Science C Domestic Science I Social Science I, II	Philosophy II, III,IV German II, III, IV, B Greek A Science III, C Domestic Science II	History I, II Philosophy I German I, A Greek A Science C Domestic Science I Social Science I, II	Philosophy II, III,IV German II, III, IV, B Greek A Science III, C Domestic Science II
11:20 to 12:10	English IV Science II Mathematics A-I, C	Science I Pedagogy I, II Mathematics A-I, C	English IV Science II Mathematics A-I, C	Science I Pedagogy I, II Mathematics A-I, C	English IV Science II Mathematics A-I, C	Science I Pedagogy I, II
12:10 to 1:00	Mathematics III, IV Greek III, IV English I Science IV	Science IV French II, III, IV, B Mathematics A English I History B	Mathematics III, IV Greek III, IV History B Mathematics A English I Science IV	Science IV Mathematics A French II, III, IV, B English I History B	Mathematics III, IV Greek III, IV Mathematics A History B English I Science IV	Science IV Mathematics A French II, III, IV, B English I History B

NOTE.—Positively no changes will be made in this schedule. Students must elect studies accordingly.

1889 ELON COLLEGE 1914

FOR BOTH MEN AND WOMEN

Situated in the delightful hill country of North Carolina. With all of the advantages and none of the disadvantages of city life.

Diploma from Elon admits without examination to the Graduate Departments in leading universities. In addition to the REGULAR COLLEGE COURSES, the following Departments are maintained:

PREPARATORY DEPARTMENT — Prepares young men and young women for the Freshman class at Elon, or elsewhere.

MUSIC DEPARTMENT — Piano, Voice, Pipe Organ, Violin, Brass Instruments.

EXPRESSION DEPARTMENT — Expression and Physical Culture.

ART DEPARTMENT — Oil Painting, Water Colors, Pastel, Crayon, China Painting, Public School Drawing, Mechanical Drawing, Etc.

DOMESTIC SCIENCE — New Laboratory elegantly appointed, equipped with gas ranges and aluminum ware.

COMMERCIAL DEPARTMENT — An Ideal Business Course, combining education, culture, and special training.

NORMAL DEPARTMENT — A three years' briefer course leading to the L. I., Ph. B. and A. B. degrees. Also special term each year, April and May.

Good equipment and modern conveniences. Buildings heated by steam, lighted by electricity, furnished with water and baths. Expenses moderate, from $135 to $195 per session of ten months. Write for Catalogue showing terms and work in detail.

PRESIDENT W. A. HARPER, LL. D.,
Elon College, N. C.

Vol. XI NEW SERIES No. 2

APRIL, 1915

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.

45746



THEOLOGICAL DEPARTMENT NUMBER

BULLETIN ISSUED QUARTERLY
TWENTY-SIXTH ANNOUNCEMENT

Admitted as Second-class Mail Matter under Act of July 16th, 1894

Dedicated
to
the
Ministry
of the
Christian Church

Elon College Bulletin

Theological Department Number

Introductory Words

The College has never issued such a Bulletin as the present one before. We hope our friends will read it with pleasure and profit. Its purpose is to give dignified publicity to a call made upon the churches of the Southern Christian Convention by the Portsmouth session of that body—a call for free-will offerings to be taken by the churches for the endowment of a Department of Theology in the College. That call is printed in full elsewhere in this Bulletin.

The College is doing its best to provide adequate training for the ministerial students who come each year in increasing numbers, and whereat we all rejoice, but its resources are insufficient to equip a complete department. We shall need at least three men, twice that number would be better, to man such a department and we believe the churches are anxious to start about the accumulation of such a fund.

According to the Convention's plan the offering for this fund will be taken in May or June, as the churches shall elect, and in connection with a Christian Education Day. The College will receive two splendid helps by such a program—its work and place in education will be magnified and a fund will be provided eventually that will enable it the better to serve the Church.

Speakers, if desired and as far as possible, will be provided any Church for these rallies. All communications respecting the rally or speakers should be directed to the President.

With a prayer for God's blessing upon the fund and the churches, we send this booklet forth on its mission of helpfulness and hope.

The S. C. C. Creates a Theological Department Fund

The Southern Christian Convention in session at Portsmouth, Va., in 1914, adopted the following resolution respecting a Department of Theology:

"The Board of Trustees of the College last June provided a course of theology to be taught at night by Drs. Newman, Wicker and Atkinson three times per week, to be required of all ministerial students, but not to count toward graduation. This seemed to work a hardship on the young ministers and so the College has arranged for them a special course leading to the A. B. degree, beginning with next year, in which four years of Greek, three of theology, and one of Hebrew are to be required. This will mean additional expense for teaching force, but the urgency of the case and the issues for the welfare of the Church seem to warrant it. What is needed is a Theological Department of at least three men giving their entire time to the special work of the young men looking to our ministry, the College of course articulating its work with this department so as to yield the best results.

"We have talked Theological Department for many years and it is now time that we were taking definite steps toward its institution. We would not minimize the noble efforts of Rev. J. W. Wellons, D. D., in this direction, but the time was not ripe and is not now ripe for the canvassing of the field for funds for this purpose. After most thorough consideration we recommend that a Christian Education Day be celebrated in each congregation, in which the purpose of Christian Education in general and Elon College in particular be presented, and that opportunity be given for a free-will offering for the establishment of such a department, the money so raised to accumulate with interest in the treasury of Elon College till such time as there is sufficient to justify the institution of this department. This day should be in the month of May or June as the pastors may elect."

A Word from the Convention's President

The Portsmouth Convention authorized the observance of "Christian Education Day" by all the churches in May or June as the "pastors may elect." Two objects were embraced in this provision: (a) The presentation of Christian education in a general way and of Elon College in a particular way. (b) That opportunity be given for free-will donations for the establishment of a Theological Department in Elon College. The money donated for this purpose shall accumulate in the Treasury of the College until a sufficient sum is reached to justify the opening of such Department.

On this day the pastor is supposed to speak on the above-named theme. He may, also, invite laymen in his congregation or speakers outside of his congregation as his judgment may suggest. The idea is to make the day one of real instruction, information, and inspiration. The value of the Christian College and of Theological education should be emphasized; and the emphasis should be stressed on *Christian* Education.

The pastor should make the best preparation of which he is capable for such a Day and a double blessing will follow: he will be blessed and his people will be blessed. Abundant suggestion can be found in the Scriptures for such addresses and historic facts may illustrate the subject: Mal. 2:12; Hosea 4:6; Gal. 3:24, 25; Matt. 11:29; 2 Tim. 3:7.

The observance and interest of such a day as this must depend upon the pastor who can make it of

great help to the cause of *Christian* Education, of Elon College, and of Theological aspiration among the people.

I commend its observance in the most prayerful, thoughtful, and well-planned exercises.

W. W. STALEY, *President,*
Southern Christian Convention.

History of Elon College—1889-1915

Elon College, situated in Alamance County, N. C., the property of the Southern Christian Convention, is a monument to heroic sacrifice, united effort, and earnest, fervent prayer. It opened its doors to students on September 2, 1890. But that does not represent its beginning. Antecedent to that eventful day were many years of earnest planning and assiduous doing, and Elon ollege as it stands today, represents growth, development, life—the period from its inception to its actual foundation spreading over twenty-five years.

For years prior to any concerted action or organized effort the question had frequently been asked in local conferences, churches, and the Southern conventions: "Does the Christian Church, South, need a College?" In 1870 the Southern Christian Convention met in Suffolk, Va., and through its committee on Schools and Colleges expressed "the need of an educated ministry and laity," but failed to recommend the establishment of a college because they did not believe "the munificence of our people sufficient to establish an institution on a very large scale," and because the patronage would not warrant it. In 1874 and again in 1878 this same committee recognized the need of a better educated ministry and laity and in our own institutions, but still failed to recommend definite plans looking to the establishment of such an institution. Thus for twelve years the college idea battled for recognition, and received not even a recommendation.

In 1882 things became more hopeful. The need

of a college for the Southern Christians, which should carry on to the baccalaureate degrees the work then being done by the Graham (North Carolina) Normal College and the Suffolk (Virginia) Collegiate Institute, so long felt, and so often expressed, in this convention, which met in Morrisville, N. C., took definite form in a resolution introduced by the Committee on Schools and Colleges, of which the first of the sixteen articles reads as follows: "That this convention proceed at once to establish a college at some suitable point within our borders, at which our young men and young women and our candidates for the ministry may be educated, said college, with all its appurtenances, to be owned by the stockholders—said stock may be taken by individuals, churches or other associations, and shall entitle the persons holding or legally representing the same to one vote for each share in all the meetings of the stockholders." An amendment to the report provided that when the general soliciting agent should have secured subscriptions of stocks to the amount of $10,000, the stockholders should meet and locate the college. The position of soliciting agent was tendered Dr. D. A. Long, for many years co-principal of the Graham Normal College and since President of Antioch College, Ohio, and of Union Christian College, Ind. The movement failed, because it was not the work of the whole church and appealed only to investors, who know that colleges are objects of charity and never pay dividends.

This defeat dampened the ardor of the advocates of a college for the joint education of laity and ministry, but did not weaken the firm belief of the convention in the necessity of an educated ministry. Accordingly, when the Convention met in 1886 with Mt. Auburn Church, Warren County., N. C., it ad-

dressed itself to the matter of providing a department of Theology in one of the already existing institutions of the Church. The resolution, introduced by the Committee on Schools and Colleges, was: "That this convention establish a Theological Department in one of the schools now under the management of our people and that the convention elect some suitable person to take charge of the same as instructor, and that the convention raise $400 to purchase books for the said department for the year 1887 and $200 annually thereafter." Dr. W. W. Staley, Suffolk, Va., was chosen as instructor and the Suffolk Collegiate Institute as the school.

But the Committee on Schools and Colleges was not satisfied with this arrangement. In their view it was not adequate to the demands of the Church. Nothing less than a college for the joint education of ministry and laity, on the co-educational plan, would satisfy them. They set to work to the realization of that end. After careful investigation and prayerful discrimination, this committee, composed of Dr. W. S. Long, Chairman, Dr. J. P. Barrett, Secretary, Rev. J. W. Holt, Dr. J. U. Newman (by request), and Mr. J. W. Harden, met on June 10, 1887, at Graham, N. C., and leased the Graham Normal College of that place. In the next year, 1888, the Southern Convention met at Graham in extraordinary session and ratified this temporary action on the part of its Educational Committee. By taking this summary action, the committee had demonstrated the feasibility of a college for the Christians, South. Success assured, the Convention at this extraordinary session, after hearing offers of land and money from Burlington, Graham, Gibsonville, Greensboro, and Mill Point (the present Elon College), all in North

Carolina, appointed a committee to select a location, erect suitable buildings, and get a charter from the State within whose bounds it should be located. The Provisional Board in whose hands these matters were placed, was made up of Dr. W. S. Long, president; Dr. J. P. Barrett, secretary; F. O. Moring, treasurer; J. H. Harden, and Dr. G. S. Watson. Trustees for the college were also named as follows: For two years: E. A. Moffitt, Asheboro, N. C.; J. M. Smith, Milton, N. C.; J. H. Harden, Big Falls, N. C.; F. O. Moring, Raleigh, N. C.; S. P. Read, Palmer Springs, Va. For four years: E. T. Pearce, News Ferry, Va.; W. J. Lee, Driver, Va.; P. J. Kernodle, Suffolk, Va.; J. F. West, Waverly, Va.; E. E. Holland, Suffolk, Va.; For six years: Rev. W. W. Staley, Suffolk, Va.; Rev. J. W. Wellons, Franklinton, N. C.; Rev. W. S. Long, Graham, N. C.; Dr. G. S. Watson, Union Ridge, N. C.; Rev. M. L. Hurley, Franklin, Va. Dr. J. P. Barrett was elected financial agent, but resigned because of his heavy duties as Editor of *The Christian Sun,* and Dr. W. S. Long was appointed in his place.

This extraordinary session at Graham was a record-making gathering for the cause of education among the Christians, South. Here it was definitely decided to build a college, to be the gift to the Church of the people of the Southern Christian Church, not the property of stockholders. In this movement the hearts of all the people melted under the leadership of Dr. W. S. Long, Dr. W. W. Staley, Dr. J. P. Barrett and the other able men whose names appear on the Provisional Board above and among those first fifteen honored trustees. There was no mistaking now. The college was to be built, and it was to be the college of the Christians. Enthusiasm was high, the tide was taken at its flood, the result is beautiful,

inspiring to contemplate, Elon College, a glorious and blessed institution, the pride of a denomination, with a past to be grateful for, a present full of vigor and glow, and a future of hopefulness and promise.

The convention adjourned September 14, 1888. The Provisional Board visited in person all the places proposed, as possible locations, and on December 20, 1888, decided to locate it at Mill Point, the present Elon College, 17 miles east of Greensboro. The campus containing 25 acres, now one of the most beautiful in the South, was then a dense grove of oaks, whence the name Elon, the Hebrew word for oak grove. This land and 23 acres additional was given by W. H. Trollinger, Haw River, N. C., while the citizens of the rural community subscribed $4,000. The first cash donation to the college was by Mr. J. P. Bland, Pittsboro, N. C. The first subscription was by Dr. W. S. Long. The first public appeal for money was made at Berea, Nansemond County, Va., January 16, 1889, and resulted in the raising of $636.05, $250.00 of which was contributed by W. J. Lee, Bennett Creek, Va., who has been a trustee since the foundation of the College. The General Assembly of North Carolina chartered the College March 11, 1889. May 7 of the same year, the first shovel of dirt was dug for the foundation of the main building, and May 20 the first brick was laid. The College opened its doors to students September 2, 1890.

The location of Elon College is ideal. The climate is the best North Carolina can give. It is on the Southern Railway and easily accessible to Greensboro and Raleigh, and yet far enough removed from these cities to insure the necessary peace and quiet. Visitors to the place are at once impressed by the beauty and charm of the location. It is preeminently a col-

lege town. There are no industries here. This largely accounts for the high moral tone, for which the institution and its students are famous.

Having authorized the building of the college, the Southern Christian Convention, (become biennial instead of quadrennial, since the extraordinary session at Graham), proceeded to care for the creature of its creation. In 1890 the convention met at Suffolk and besides negotiating a loan of $4,000 to complete the walls of the college buildings, authorized the appointment of Rev. Dr. W. T. Herndon in place of Dr. W. S. Long, who had now become Elon's first president, as financial agent, and appealed to its constituents for contributions, and by the year 1894 these contributions had reached $30,215.14. In 1892 the convention met at Elon College, and in 1894, 1896, 1898, respectively, at Norfolk, Va., Burlington, N. C., and Raleigh, N. C., in each instance making generous provision for the college. The convention in Raleigh (1898) is noteworthy for its creation of an $1,800 annual income for the college from the conferences, which is equivalent to an endowment of $45,000 at 4% with absolutely no chance for loss or decline in values, and is thus much better than an endowment. The convention of 1900, which met at Franklin, Va., authorized the raising of $12,000 as a Twentieth Century Fund for the college. The originator of this movement and one of its chief promoters was Dr. E. L. Moffitt, then Editor of *The Christian Sun,* later Elon's third president. The Committee in charge of this trust was Rev. W. C. Wicker, Dr. E. L. Moffitt, and Col. J. E. West. To Col. West in a large measure belongs the credit of having actually raised this fund, for he was secretary of the committee.

The convention of 1902 at Asheboro, N. C., and of

1904 at Berea, Nansemond County, Va., endorsed the action of the Raleigh (1898) convention, in asking the conferences to pay their pro rata part of $1,800 annually for the college. The Portsmouth (Virginia) convention, 1914, increased this annual call to $2,250 and authorized a note drawing 4% interest to be given the College, the interest on which shall be paid by this fund. This convention also provided for Elon College Rally Days in all the churches, at which voluntary offerings shall be taken for the establishment of a Department of Theology in the College. This bulletin is issued to help make these Rally Days effective.

In 1911 a Special Fund of $50,000 was completed, which placed the College on its feet financially as it had never been before. In 1913 the Alumni set about raising a fund of $26,600 to pay for the Alumni Building, so named because of their generous response to Alma Mater's needs.

The physical equipment of the College consists now of seven buildings. The buildings are valued, with the grounds and their equipment, by expert assessors at $300,000, and consist of the Administration Building (1890); the East Dormitory (1890); the West Dormitory (1907); the Central Power House (1907); the Young Men's Co-operative Hall (1912); the Alumni Building (1913); and the Young Ladies' Co-operative Hall (1913).

Elon has had four presidents. The first was Dr. W. S. Long, 1890-'94, the founder, the man of large faith and indomitable energy. Dr. W. W. Staley, 1894-1905, succeeded him. For eleven years he served as non-resident president, with Dr. J. U. Newman as dean for nine years and Dr. J. O. Atkinson for two, directing the institution's development along the

steady lines of financial integrity and solid scholarship. He left the College with a substantial student body, a capable faculty, free from debt, and with a considerable endowment—days they of sending the roots deep into the soil preparatory to more rapid progress soon to follow. Those days of larger outlook came under the third president, Dr. E. L. Moffitt, 1905-'11, and have continued unabated up to this present time. Dr. Moffitt's efforts gave the College an increased student body and two additional buildings, with many minor improvements. During his term of office steam heating, electric lighting, sewer and bath facilities were provided.

The most recent items of special noteworthiness, aside from the creation of new buildings, have been the improvements in the library, the laboratories, the departmental studios, including thirteen practice pianos and a concert grand for the Music Department, and the facilities for physical culture and exercise. Increased enrollment has naturally come, and this year the 400 mark has been reached, which is the College's capacity. The most gratifying item, however, has been the development along religious lines. The College pastorship is largely responsible for this, though the various voluntary associations have had a large place in the generation of the splendid spiritual tone that characterizes the institution throughout.

A great compliment was paid our College at Chicago on the 14th of January this year, when Elon was admitted as a standard College to membership in the Association of American Colleges. Dean W. P. Lawrence represented the College on this auspicious occasion.

I think I may confidently state, with the facts of

her glorious quarter-century achievements before me, that the future was never brighter for Elon, because her friends were never so true and numerous nor her faculty and alumni and students more devoted, loyal and sympathetic.

What an Experienced Newspaper Correspondent Says of Elon

Twenty-five years of successful service in the education of young men and women is the record already attained by Elon College, one of the leading educational institutions of the South. Every year in the life of the College has been more successful than the one preceding, and so rapidly has the number of students increased that 402 were enrolled this year, representing sixteen States, from New York to Florida.

The ideal location of Elon College—sixty-four miles west of Raleigh and seventeen miles east of Greensboro, on the North Carolina division of the Southern Railway, running between Goldsboro and Charlotte—has had no little part to play in the history of success which this College has attained. It is possible for the students here to enjoy the advantages of town life without the temptations of the same and to possess at the same time the freedom of the country. So desirable is the climate and so healthful the condition of the community that during the past eight years there has not been a death in the student body of the College and rarely has there been a case of serious illness. This latter statement is emphasized by the fact that while in one of the College buildings there is a well equipped infirmary, it has never been used, nor is a medical fee included in the expense account of the students.

Nothing is left undone by the faculty and trustees of the College to develop in the students health

of body, mind, morals and spirit, and distinct success has crowned this effort. As far as it is possible to maintain the same in an institution so large, the spirit of the well regulated home prevails in the government of the College, and above everything else, "the effort is being constantly made to cultivate Christian character, grounded upon firm principles of right, a high sense of duty, honor and propriety, and an earnest love for the truth." The honor system of government is emphasized in the College and it has been justified many times over.

There can be very little knowledge of Elon College without knowledge of the "Elon Spirit," and no one can remain in the College community without being impressed with the helpfulness of this spirit, which, briefly expressed, "is the spirit of fair play, of gentility in all things, of moderation and temperance, of mutual helpfulness and human brotherliness, of equality and fraternity and manliness and womanly gracefulness, of emulation in right doing, of respect for the rights and attention to the obligations of College mates, of deep and vital piety, of consecrated religious and Christian character"; and it is to the emulation and emphasis of this spirit that much of the success of this College is due.

Included in the campus of the College is twenty-five acres of land and the College buildings, seven in number, are substantial, attractive and fully equipped with every necessity and convenience for doing the best College work. Every building is well supplied with fire escapes. The College has its own water system and electric light plant and the quality of light and water is the best. The value of the College buildings is $300,000. The East Dormitory and the new Alumni Building for young men and the West

Dormitory for young women equal in every way the boarding department of any high grade college. The expense of board to students not financially able to meet the cost at the dormitories has been greatly reduced in board to be secured at the Young Men's Club House, for boys, and the Ladies' Hall, for girls. In the club house the boys can secure meals for the entire College year for $60, and in the Hall the girls are furnished room and board, with water, light and laundry included, for $60.67 for the year. The kitchen and laundry in the Hall are equipped with all modern conveniences and girls who desire to do so lessen their expenses by boarding here and sharing the domestic work of the Hall.

Competent critics have pronounced the new gymnasium for men to be the best equipped gymnasium in the State, and equally well equipped is the gymnasium for women. An athletic field of first grade furnishes much additional pleasure. This College takes no part in professional baseball, but the students enjoy the game among themselves. In basket ball the College won the championship of the State the past two years.

The curriculum of Elon College is that of the standard College and the Degree of Bachelor of Arts and that of Bachelor of Philosophy are conferred upon students who meet the proper requirements, also the degree of Master of Arts upon graduate students who meet the requirements for the same. In addition to the regular courses of study, music, art and expression studios and a well equipped domestic science kitchen are provided for special students. A new concert grand piano has been recently purchased. There are also splendidly equipped laboratories—

chemical, physical, biological and geological—and these are invaluable to many students, both regular and special.

MAMIE BAYS.

Charlotte, N. C.

What Has Elon Done for the South?

It is impossible from a human point of view to tell just what would have happened, if something that did happen had not happened. Life is too complicated to admit of a mathematical determination of the influence of this or that agency. And to argue *post hoc ergo propter hoc* is to commit a well-known fallacy in logic. These considerations make it difficult therefore for me to write on the theme that heads this chapter.

And yet we can with confidence in a general way indicate some of the things that have come into the Christian Church, South, attributable in a measure to Elon, if not wholly due to its influence.

And first among these positive goods is that this college gave the Christian Church in the South its first unifying force, not that brotherly love and fellowship did not already obtain, not that, but that this institution, calling for united effort on the part of all our people, became a center drawing all hearts to it—it was the beginning of our institutional life. Its success taught its founders their real power and paved the way for other efforts in line with a progressive Christian activity. The Orphanage and the Publishing House have come, but he would have been counted a veritable dreamer who before Elon was founded had been visionary enough to suggest that these two enterprises of the Church would now be serving a people grateful for the burdens they impose. And there is no reason why a movement on behalf of missions should not meet with a similar response and achieve a similar success.

That the College is this unifying power of which I speak is evident further in that both the Orphanage and the Publishing House are located here—that no other place was seriously considered for their location, all eyes turning instinctively to this mecca of our interests. So that Elon is not only our educational center, but also the center of our institutional work.

Nor must it be thought that brotherly love and fellowship one for another on the part of our several congregations and of our individual brethren are any less by reason of the foundation of the college. Those who were prominent in the Church before the days of this institution do not hesitate to say that the college has contributed powerfully in the direction of a closer brotherliness and of a more genuine fellowship among the churches and among the brethren. It is the mutual burdens we bear that bring us close together and knit our ties of love and sympathy strong. It was the burden that the college imposed that proved to be our deliverance as a people. And that is also the explanation of why the people of the Christian Church are so devoted to Elon. They have borne burdens and travailed in spirit for its success, and never more cheerfully than when about three years ago they responded with open hearts to the call for $50,000 to place it on its feet financially. Our people are unified in their affection for Elon because in unison they have sacrificed to make it what it is.

A second contribution of the College to its constituency has been the revelation to them of their own ability to do. The Civil War left the Church broken and discouraged. Many churches never recovered. Many members left our ranks—even our

ministry, what was left of it, partially sought other folds. A mere remnant was left, but they were weak and downcast and despondent. Yet, in less than a half-century after the curtain fell on the scene of carnage, this same remnant has wrought more work for the kingdom than the entire Church had in the halcyon days of youth of our vigorous cause, and practically all of that achievement has taken place in the latter half of that period and the last ten years of that half-century have seen more accomplished in growth and expansion than the preceding four decades. What is the explanation? These people have found themselves—they have learned their strength—they are now ready to grow. In the last ten years the College plant has more than doubled its efficiency and the Orphanage and the Publishing House have come forth as if by magic, all because in the dark and discouraging days of Elon's foundation twenty-five years ago, this plucky Gideon's Band had caught the gleams of a new light and discovered in their weakness a new strength, the strength of sacrifice.

And this brings us face to face with a third great good that we have learned from our College—the duty and the joy of Christian giving. We have not yet measured up to our full duty, but we have learned a great deal. In the early days of our cause it was considered improper for a minister to expect a regular salary from his church or churches, as it nearly always was. If they saw fit to give him anything, he should accept it, but to stipulate with a congregation for a salary was to be mercenary. In those days there were no church enterprises and the churches gave no money for anything outside their own immediate needs. The joy of Christian giving the Church did not experience. Even when the Col-

lege was proposed, the first suggestion was for a joint-stock company and all who subscribed were to receive their stock back in tuition for their children or for those designated by them. There was no thought of giving the money outright for the establishment of the College. And that is the explanation why the College was talked of for nearly twenty-five years before it was founded—Colleges are charitable institutions and cannot pay dividends. But in the fulness of time the brethren caught the light and made the sacrifice necessary to erect the College, giving their money with rejoicing to the Church and to the kingdom for whose growth the Church exists.

Since that time every enterprise of the Church has taken on a vigorous virility. The contributions have steadily increased for every call made by the conferences and the Convention and new calls have been added. The College has been a constant source of expense to the Church, as it ought to have been, in order to fulfil its purpose, but the Church has responded nobly and enjoyed the giving necessary to satisfy every demand. The Orphanage and the Publishing House have made and will make further gifts necessary, but the Church is happy in its ability to respond. The salary of the ministry is growing and will continue to grow. Missions are now making their appeal to a generous people, and that appeal will be heeded. We have learned somewhat of the joy of giving and our College and the sacrifices its founding and maintenance entailed taught us our first lesson in this most Christlike of all the Christian graces.

Other benefits that have come to us will occur to the thoughtful reader. The blessings common to every church college have been brought to our people

by Elon, but these that I have mentioned are almost peculiar to this institution and so have deserved the fuller statement they have received. The others it shares in company with similar institutions, and chief among them is an educated ministry and a trained laity, without which no Church can discharge its obligation to the world. When Elon was founded, College graduates in the ministry could be counted on less than the fingers of one hand. There were practically no laymen who had attained to that greatest of all human boons—a College education. Today in our pulpits are found thirty-seven alumni of Elon College, and many others who have had partial College training, and many times as many of our ministry now hold post-graduate degrees as before Elon's birth held any sort of College degree. And the College has placed in our churches of its full graduates nearly two hundred as consecrated, devoted layworkers and given a partial training to more than a thousand others who did not graduate, but were given a new impetus for service by coming into contact with the Elon life and spirit.

And what does the future hold for Elon? That depends, of course, upon the support the Church gives it, but there can be no reason to believe that the Church will not respond even more liberally to its needs in the coming years than it has during the quarter-century just closing. And the College will continue to serve the Church by uniting it in Christian effort, revealing to it its own deeper powers, teaching it still further lessons in the joy of Christian giving, sending into its pulpits trained minsters that shall be able to handle in a masterful way the intricate problems of the kingdom, and providing a laity developed in intellect and cultured in heart,

through the inspiration of these five agencies and the others that in God's providence it shall supply the Church bringing it into a larger share of service for the Master and obtaining for itself a still stronger hold on the hearts of the membership and working out for itself a still greater "weight of glory."

The Elon Spirit

By REV. J. O. ATKINSON, D. D.
College Pastor

There is an Elon spirit. Its interpretation may vary according to the tongue and timbre of the individual. But differences of interpretation only argue the largeness, not the lack, of the prevailing spirit. It may not be defined, because it is without limitations in power, in resources and in activity. It may, in a measure, be described as the artist, with brush and color, brings out the figures, fancies, and forms of his own mind and soul.

The first definite coloring is that of a certain fellowship born of freedom. The atmosphere of the forest, fields and hills is more fresh and fragrant than that of cell or cloister or convent. The former is nature's free and abundant gift. The latter is stifled, hindered, unnatural. Is it because boys and girls, men and women, are permitted to meet and mingle here in pursuit of truth, and the noble arts, according to the most sensible and natural manner, in all the world, that such fellowship and freedom pervade the atmosphere we breathe at Elon? The Father of all wisdom gave sons and daughters to the same home to live, to labor, and to learn there. In the home as in no other atmosphere is born and is nurtured the spirit of real liberty, the feeling of real fellowship, that shapes the destinies of great states and moulds the character of men and measures which really count in the world. The Elon spirit, as all well know, and many have so often observed, is that

Two Elon Songs

We give here two songs of the College, recently composed, to be used in such manner as the friends may desire in connection with the celebration

Praises, Elon, Unto Thee*

LOUD praises ever be,
Dear Elon, unto thee—
Our loved E. C.
Fair daughters every one,
Thy stalwart noble sons,
Praise for their victories won,
Praise, praise to thee!

Mother of mighty souls,
Thee would our tongues extol.
Our hearts are thine.
We love thy time-worn walls;
We love thy sacred halls;
On us thy spirit falls
With touch divine.

Father of spirits free,
Bless thou our dear E. C.
With thy rich grace.
Keep all her children true;
Make strong to dare and do,
Bring them life's battles through,
To see thy face.

*Composed by Dr. A. B. Kendall, Burlington, N. C.; set to the tune of America, and sung at Elon Celebration of American Christian Convention, Springfield, Ohio, Fall of 1914.

Dear Elon*

THOU tender mother, who has led through devious ways
My wayward footsteps, now I give thee praise.
May thy glory ever spread abroad from shore to shore,
And thy sons and daughters laud thee evermore.

CHORUS:

Elon, dear Elon, brightest gem on memory's page;
Elon, fair Elon, glorious are thy ways.

Thou long hast guided men to kingship pure and true;
And thou still givest visions vast and new.
Wilt thou ever lead me, guide my steps through storm and sun,
In the ways of duty, till life's work is done.

CHORUS:

Elon, dear Elon, gentle guide of all my youth,
Elon, fair Elon, guide me into truth.

And may the glory and the lustre of thy name
Lead many others to this shrine of fame.
And may love untarnished, e'er be rendered unto thee,
Thou dear Alma Mater of the great and free.

CHORUS:

Elon, dear Elon, I would kneel at thy pure shrine;
Elon, fair Elon, be the glory thine.

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*Composed by Dr. T, C. Amick and to be sung to the tune of Juanita.

The Educational Equipment of the Ministry

By REV. F. G. COFFIN, D. D.,
President American Christian Convention

I shall speak, not from the technical viewpoint of the seminary class room, nor as to those desiring knowledge of a theological course of study; but rather to the popular mind, outlining the character of the fitness which an education should provide. The man in the thick of ecclesiastical affairs measures fitness according to demands. The specific method of producing it belongs to the theological pedagogue.

We are in an age when most things are being remade and restated with the most careless abandon. Precedents were never less weighty. For this no apologies are offered, nor considered necessary. Utilitarianism is its unspoken defense. The goal of our times is efficiency. No man is pronounced equipped by popular decision because he grades up to an abstract, or literary, or traditional standard. However desirable this may be, the measure imposed by our *zeitgeist* is ability to do. Diplomas *per se* carry no prestige beyond the introductory period, then all rating is based on accomplishments.

We have long ago left the days when the clergyman's prestige was guaranteed because he was "a man of the cloth." His appraisal is now on the basis of all other men—the man inside the cloth. If he does not fill up the measure of requirements and "make good," he has no prerogative defense. As a thinker and teacher he must gain and retain the in-

tellectual respect of his congregation. True, moral respect is the paramount demand, and no intellectual achievement can ever offset a moral deficiency. But, it may very easily happen that the minister for whose character the people may properly have the most profound admiration, may be crippled in his usefulness, because his mentality is so far behind his morality. With the high schools and colleges continually raising the standard of general culture, there are coming into our churches young people as intellectually alert as any the world has ever seen. The pulpit message which indicates that the preacher is utterly out of touch with the spirit, ideals and achievements of scholarship, will not arrest the attention of minds which have been disciplined. The moral alone is not adequate to win for the minister a commanding influence over the modern world. His moral earnestness and loyalty to faith must be supplemented with an evident intellectual equipment. Thinking men will follow him, not from the promptings of blind duty, but from a confidence in his leadership. The price of admission to the ministry can never be a cheap one. The young candidate in our day, who does not make a heroic effort to go through college, proves by this omission that he has no adequate idea of the demands of his profession. Small, constricted, and lop-sided men, no matter how intense, will not be able to supply the leadership for Kingdom-wide propaganda. The clergy is surrounded by giants. It is at once the chance and the challenge to giant men of the ministry.

Every great interest fails when in the hands of incompetents. It is so dangerous in medicine and some other lines that the threat of it drives the State to assume supervision. The Church bears the shame

of many failures because preachers and teachers of Christianity have been conspicuously incompetent and unequal to the demands of their times.

The intellectual equipment ample to meet the needs of other professions usually classified with the ministry in the popular mind would be wholly inadequate to satisfy the varied demands upon the clergyman. No other calling penetrates so far and is demanded to fill positions so acute, many of which can be met only by knowledge of the specialist. Other men are concerned with policies, but he with principles. Others deal in methods, he with motives. He is to establish the ideal amid the surroundings of the ordinary. In a crass and materialistic age he must have its knowledge minus its motive. He must fill its measure without suppressing himself into its limitations.

Dr. Lyman Abbott says of the minister: "He is sometimes the interpreter of current events, but he is more than a journalist. His sermons should be literature, but he is more than an author. He is an instructor in truth, but he is more than a teacher. He seeks the regeneration of society, but he is more than a reformer. He is the teacher of the truth about God, but more than is compassed in theology. He is the minister of religion, that is, the life of God in the soul of man."

No man will ever dignify the calling until he is filled with an all-pervasive sense of his mission and equips himself for its fulfillment. If he is content to be a putterer or mere errand boy for a multitude of organizations within and without the church; or, is satisfied with parrot chattering about a few near-religious fads, almost any kind of equipment will be ample. But, if his conception of his mission is to be

expanded to the measurement of the Master's heart and the world's need, a sense of empire will fill his soul and the equipment of an emperor will measure his ambition.

The achievements of the Kingdom of Christ are only to the men who can. There is philosophy and illumination in the statement that "God and a fool might do as much in the world as God and a wise man, but they never have."

President Eliot in his "Education for Efficiency" defines the "Cultivated Man" thus: "He is to be a man of quick perceptions, broad sympathies, and wide affinities. Responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting."

The sort of equipment which the minister must have will be bounded somewhat by individual need, field, and viewpoint. It should not be determined by any traditionary precedent, but by the place which he is to fill.

(I.) As the first item of this equipment I would place that one which is most evasive of definition—the deep development of individual mind, attitude and enrichment which makes possible all other intellectual growth. This is at first likely to be a series of internal convulsions by which the shell of the former self is sundered and the mental pupa becomes the mental imago. It is a struggle with self for the development of wings. Not a striving after the art of intellectualism, but an exercise for its muscles. Like the handling of the dumb bells it is for strength more than gracefulness. It toughens sinews which will permit the minister to approach his task unafraid.

We stress the preparation for the specific, but

the expanding of the brain into spacious compass and the funding of it with great future resources we are inclined to neglect. The minister must find his own mental poise. Some Midian or Arabian evolution must build into his soul a knowledge beyond the depth of book. He must get a familiarity with himself as impersonal as that produced by the blow pipe upon a mineralogical specimen. If he cannot learn his self-hood, profound knowledge of every other subject will be denied him. He must go beyond mere surface questionings to constructiveness in his own soul. He must survive the novice and outgrow amateurishness in thought processes. The callow are always critical, but unconstructive, for want of foundation. Plato says that "when you see a pup tearing everything to pieces you may know he is getting his teeth," but with more years and more dog the mood changes. The minister's intellectualism must be deep in its foundation, self-loyal, discriminative, and free from the spirit of vandalism.

We must find ourselves and, as the predominating fact of all our knowledge, the truth of God written within ourselves. There must be a basic knowledge of divine things within our own souls, which at no point shades into uncertainty. "We," as Dr. Jowett has so well said, "must be explorers of vast continents of truth for our own sakes, and then individual texts will find us as we go along. Our insight into particular truth depends upon our vision of broader truth. Our perspectiveness is determined by our comprehensiveness." Therefore, "Let the word of God dwell in you richly," for "out of the abundance of the heart the mouth speaketh."

In this initial stage it is essential to establish a mental habit as well as a mental storage. Education

is never an accomplishment, it is always a process. Any man who has learned how to think has the essence of scholarship. The teaching function of our day has no more serious perversion than its failure to teach how to think; how to be a student. The greatest service rendered by any school is to create the spirit of perpetual studentship. Men of the ministry should love the pursuit of knowledge. The compulsion to constant study should come from within. Decline in desire to study will mark decline in the value of his professional services. Our acquaintance includes those who in school made good college grades, but, after being graduated, retained no spirit of the scholar. They had made grades, but had not been taught to be students. Some ministers are willing to admit it to themselves and others have been universally discovered to have ceased as a real and growing force and are but unchanged and unfreshened sign boards, because they have neglected to keep alive the student spirit. A man without college training, yet a real student, is preferable to the university graduate who has abandoned his study habits. Graduation and scholarliness are not synonymous. Teaching the brain to think safely is an art; learning books is but an accomplishment.

The first item of equipment then is an attitude toward everything intellectual. Imbibing the undying spirit and ability of the learner. It is alertness, observation, accuracy, discrimination, concentration, self-mastery, application, and personal initiative bound together with a love to learn.

(II.) The second item in the equipment has to do with the technical scholarship for the minister's calling. A neglect of this will ever be evident in his work and leave numerous hungry hearts and unanswered

inquiries in his parishes. In only a few instances can this preparation be obtained, and in those but imperfectly, outside of the college.

The technical term which has been stretched to designate this particular training is theology—one of the most loosely used words of the dictionary. In an attempt to make it cover every phase of the minister's learning and function, we have modifying terms galore: Natural and Revealed Theology, Moral, Scholastic, Speculative, Systematic, Historical, Biblical, Experimental, Exegetical, Practical, and even Apologetic and Polemic Theologies, and inasmuch as this was prepared a few days ago, there may be several others. But, however inapt, faddy, and confusing their names may be, the thing which they are intended to designate every minister should have as a part of his preparation. He cannot know too much; his only danger is in his impression of the quantity.

Dr. W. W. Moore has given a very simple and illuminating classification, which I take the liberty of epitomizing for purposes of definition:

(a) Experimental Theology. To make God known, the minister must know God. He is not a mere messenger boy, without knowledge or interest in the content of the message. It must enter into him and then by a prismatic reflection through his personality illumine others. It is then both his message and God's message.

(b) Exegetical Theology. A knowledge of the Biblical record of the revelation of the facts of Christianity. He must know his Bible in origin, text, and purpose. His original languages will make him independent of the dogmatic interpretations of other scholars. His equipment can scarcely be considered complete until he is able to do this. When scholars attack

the Word of God, only scholars can defend it, for they are weaponed by the Holy Spirit for just such attacks.

He must know the Bible in its English garb, both telescopically and microscopically. He must be able to bring history, science, philosophy, art, literature, archæology, and logic to the illumination of the sacred text.

The college is not the place to get sermon *matter*. Its purpose is to establish a safe foundation, give an architectural plan of homiletics, and indicate the doors to perpetual treasure houses. The persistency of the Church is attested by the way in which it survives class-room sermons. All the dust and chips of the workshop should be well out of sight when the finished product is exhibited.

(c) Historical Theology. The record of Christianity. Here he learns to profit by the experience and wisdom of the past. He is enabled to identify old errors when their names have been changed to aliases of "New Discoveries." He traces "God in the march of His Providence illustrating His Word."

(d) Systematic Theology. The general system of Christian truth and doctrine as a whole. Great preachers have always been men of definite and pronounced religious beliefs. Their note has been positive. "The world with its great heart-hunger is not going to make large place for the clerical invertebrate who goes to his work mumbling his half-beliefs, disseminating his unreasoned opinions, and throwing out his theological conjectures like half-spans that rest on no solid piers in mid-stream and reach no further shores of assured certitude." The minister will always be the victim of some uncertainties, but he has no right to force the congregation to share his

doubts with him. Constructive men are those of positive convictions, whose faiths are sturdy and clean cut.

(e) Practical Theology. "The science and art of the various functions of the Christian ministry for the preservation and propagation of the Christian Religion at home and abroad."

In equipping for the functions of the ministry our seminaries have emphasized the training of the preacher and the director of public worship above that of the pastor and church administrator. A practical age will require a familiarity with all phases of practical theology.

All that I have to say could be classified under these five items, were it not my desire to treat them in a less formal way.

(III.) The third part of this intellectual equipment worthy of emphasis will be a mental grasp sufficiently large to include the secular view-point. The minister can never assume that men will believe what he teaches them just because he teaches them. They must see it for themselves and from their own point of view. Therefore, if he ever gets it into their vision he must teach it to them from that approach. People are less far apart than popular presumption would assume, only they have not sufficient mental room to accommodate each other's view-point. Men of equally great ideas may fail of mutual understanding because of the absence of a common language. He cannot become a minister to a set, or class. He is God's minister to all. This he cannot be without a sufficient breadth and sympathy to include a fair consideration of every problem from the standpoint of the man who has to meet it. He cannot preach helpfully to the men who toil and discuss the subjects vital to their existence from any other approach than their own.

He may not reach the same conclusions, but he must start from the same point.

Nothing more quickly alienates the clergy from those whom they would help than intellectual illiberality. Facts are world property, but view-points are personal property. The view-point is the man more than any other part of his thought. To ignore it is to ignore him. Opinions may be ever so untenable, but the minister who dismisses them with a wave of the hand and a cry of "bosh," "preposterous," does so at the sacrifice of a sympathetic relation with him who holds them.

There is ample room for both liberality and conviction. In our respect for the attitude of others, we need not go about like vessels whistling in a fog, lest we come athwart some other bark.

The needs of people must be met in certain ways, as well as with certain truths, if they are ever met at all. These ways, which lead through all the tortuous windings made by unnumbered influences, must be found and followed to the innermost chambers with the gift of eternal truth.

There are preachers who are devising all sorts of pulpit contortions to force themselves to the attention of a people who are determined to forget them, and all because they could not appreciate the view-point of others. No minister can predetermine the initial attitude humanity will have toward his work. He must begin his work where he finds them and enter so fully into their thought as to make their attitude a path into the kingdom of God.

It is a tragic thing to be unable to sense the spirit of the times in which one lives; or, for the mind to circumscribe itself with bounds which can encircle only a few. Every man twenty-five years out of col-

lege finds that he has come into an entirely new environment from the one into which he was graduated. If he has not kept himself impressionable to the years through which he is passing, he will find himself penalized by an intellectual isolation. If, for twenty-five years he has not been a growing man—growing in a broadening sympathy with the spirit and needs of the new age; growing in a knowledge of how to get the changeless truth of God into the ephemeral shiftings of humanity—he may stand in a place, but he never can fill it. Churches are gladly accepting inexperienced young men in preference to profound scholars, because of that something which makes them feel that such men are actually in touch with them. There is no dead-line to the man whose mind keeps fresh with the times in which he lives.

Phillips Brooks said:

"To be thoroughly in sympathy with the age, to admire everything in it which is admirable, to rejoice in its great achievements, to see the beauty of the superb material structure which it is building for the better spirituality which is to come to dwell in it, to love to trace the strange nomadic currents of spiritual desire which run often grotesquely or frantically, through its tumultuous life, to see with joy how its new needs bring out new sides of helpfulness in the ever-helpful gospel of Jesus Christ, this is the true culture of a preacher for our time. He believes in it and loves it, and sees its great strong faults against the background of its noble qualities. He thanks God who sent him here to work; for he is sure that while there have been many centuries in which it was easier, there has been none in which it was more interesting, or inspiring, for a man to be a preacher."

The minister will not find things to suit him. If he did he might find explanation as to the reason of his own presence difficult. His mission has new justification by wrong conditions. He will find bad

lives, wrong hypotheses, and faulty logic. He will find the scholarly speculations of the learned becoming the vague prejudices of the less favored. But, starting with each at his own beginning, he must be able to come by different paths to the same destination—the truth of God.

So, he may have great stores of knowledge, but he must know the situations to which all of this profoundity is to be applied, and a way to do it. He must know the atmosphere which men inhale and exhale in the factory, in business, in society, in recreation, in literature, in schools, in politics, and at the fireside. He must understand his day and age in order to bring the kingdom of God unto it. He must come to close grips with men's problems and from the same footing as they. He must know enough of the so-called secular life about him to have a broad charity instead of a narrow pity for those whom he would help. His mental equipment should have such a soul-largeness about it that he can be God's man of work and the world's man of help.

(IV.) His equipment should include a generous supply of common sense. The common variety will be more frequently required than the uncommon. More careers have been spoiled by lack of good common sense than for want of a college education. It is the most difficult to learn also. It takes studied effort to keep eyes and ears open and lips closed, and just absorb; yet it pays in averted catastrophes later on.

No college can be charged with the responsibility of doing what nature has failed to do, yet careful cultivation will do much in developing plain common sense. However, there are perhaps a hundred people

ambitious to be brilliant to every one who aspires to be sensible.

(V.) A knowledge of great social movements and reforms. The ministry was once purely individualistic in its object. It should be that now, but it should also be more. Back of the individual merits and demerits there are widespread social applications from which the welfare of the individual cannot be divorced. We are suddenly confronted with big systems which war against welfare and must be met by an unselfish service of brotherhood. We are now being overborne by a sense of social responsibility, aggravated by our own impotence. The spirit of Christ is stirring us to a co-operating service in behalf of humanity in the aggregates. We are impelled to be the voice of those who cannot speak for themselves, and to glory in a salvation of service for others. Our ministry is vibrant with meaning by the expanding social movement of our times. It is at once an opportunity and a danger. There is opportunity to do in a large way what cannot be done independent of mass movements. The danger is that it will, as indeed with some it has, become a sort of new ecclesiastical style, with its strange vocabularies, its denouncements and its demands. The justice of its criticisms is axiomatic, and it awaits a more constructive, comprehensive, and cohesive program than has yet been advanced. The cause itself will not be aided with any surface tinkering, and the worst that can happen is that it should become a temporary ecclesiastical sidetrack. The minister who would aid in our great present day Social Service movements must get to the fundamentals of the whole propaganda. There is just one *new* feature about our social questions and responsibilities and that is the complexity which mod-

ern life has added. The rest is just folks in their relation to the truth of God. Unquestionably it is demanding the greatest study of the modern church; so far-reaching that it insinuates itself into every question with which God's people have to do. He is unfitted to preach who is blind to its significance.

There is a purity movement literally forcing the best thought and effort every minister is capable of giving. It is both an economic and moral question. Any conclusion growing out of a careless study of it will be unsafe. A useful ministry will not go far until it is met. An omission of thorough study concerning it is little less than criminal.

The temperance reform is still uncompleted. Its consummation will not be guaranteed from a knowledge of the evils of drink and a sentiment against it. Its permanent settlement is contingent upon its intelligent settlement.

What is hinted as a necessary equipment for these reforms, has identical application to every reform in which the minister may be expected to have part.

In great movements he must have so mastered the basic principles underlying them that his conduct may have wise direction. No minister is intellectually equipped who has not made a special study of the dominating subject of missions. It is a subject never mastered, but he is inexcusably ignorant who attempts to use the pulpit without a well-defined knowledge of the fundamentals of Christian missions. It is tragic that such a large number of clergymen do not incorporate missions in any real way until they have been in the pastorate for several years. For such a condition our colleges have not been without blame. Many can bear testimony that the subject was almost entirely neglected in their college

training and what was received was not of a sort to make one missionary.

Another equipment for movements of a different sort should be an ability to meet them, Christian Science, Theosophy, Russellism, and what not.

(VI.) There is need to know not only the things to be done, but the *way* in which to do the things of the pastorate best. Therefore, the minister should be taught something of ecclesiastical architecture, acoustics, music, library building, study equipments, best methods of advertising, systematizing his own work, up-to-date methods for his officiary, rural, village, and metropolitan church administration, building workers, massing the men, directing the women, conserving the children, fusing the strangers, handling the auxiliary departments, dealing with indigency, pastoral visiting, funeral etiquette, wedding proprieties, administration of public services of worship and business, legal aspects of the church, rudiments of business procedure, financing systems, methods of evangelism, etc., etc. In this field few educational institutions have measured up to their opportunities. If initiative and ingenuity are to be developed, these things must be studied. Church methods are too largely stenciled methods. The ministry should be marked by inventiveness, or the church fields will be wanting in adequate plans.

Here should also be included a knowledge of his church life toward the denomination of which it is a part. Denominational history, literature, polity, and enterprises must have careful study. His denominational attitude should be more than a quotation of what the big men of his Church have said. His loyalty, if worthy of the designation, should be something growing out of his *own* soul. The Church born

long ago should be reborn in him. We have witnessed the strange spectacle of a class of people who will cheer to the echo a reference to the principles of the Church and at the same time starve every enterprise of the Kingdom which the Church attempts. No dependable loyalty is ever born of ignorance. Lack of information means lack in duty. Only intelligent service is efficient service.

Study is necessary to wisely apply the great truths of the Kingdom to concrete conditions in a workable way. Chance suggestions may come from miscellaneous sources, but no man will be fully equipped who has not studied the whole field of church administration.

I wish again to emphasize the necessity of an educating institution for all forms of study here outlined. If it were possible to master the same lessons by isolated study, there would still be wanting the contact and atmosphere of the college life. Student association is as valuable as faculty association. It makes for elasticity and ability to work with others—a much-required virtue for men of this calling.

I close with a paragraph from Bishop McDowell: "Who will preach the eternally living Christ to the men of today, in modern speech, for imperative needs? Who will get such a hearing in modern Babel as to change Babel to Pentecost? Who can make room for himself and get a hearing in our modern crowd? Who can lead among so many leaders? Who can recall men to the glories and values of things invisible in the face of modern wealth and comfort? Who can effectively preach to modern men and women of culture the truth that frees? Who can fill the modern social and political spirit with the mind of Christ? Who can face and conquer the monster

evils of current life? Who can take this vast, complex, modern age and unify its qualities; not destroying them, but fulfilling them in Christ? Who can help Him to bring all these tremendous qualities into subjection and captivity and thus to true power in Himself? He waits for such men that they may help Him in the finest struggle His Kingdom has ever seen. Age of Constantine, Age of Charlemagne, Age of Crusader, Age of Reformer—no one of them equals THIS for the ministry of Christ. The Great Person Christ, the great service, for humanity; the great age, for life! The hour of the strong man has come!"

A Call to the Ministry

From a Layman's Viewpoint

Our Educational Board is right in its plea that our young men should consider the Christian ministry as a life-work. Emphasis needs to be placed on the claim God rightfully has on every man for his services, and too great emphasis cannot be placed here. But while this is the duty of the Board and of the churches, it should be remembered that the paramount question in each individual man's mind should be, not Shall I enter the ministry? but Can I keep out of it? No man should enter the ministry if he can get the consent of his heart to do anything else. It is not quantity, but quality, that is needed, and the attitude I have suggested as leading to an ultimate decision will yield just that very result.

It is, then, not the selection of the ministry as a life-work, but the understanding of God's will respecting life-work of the individual that is of most vital concern. As a Church we ought to hold up the claims of the ministry, but God must select His own prophets. We must not make the mistake of selecting a Matthias, when God needs a Paul. He calls men into the ministry, not we, and this must never be lost sight of, even momentarily. The proper attitude for each individual is to be open-minded, ready to be convinced of his duty, and submissively anxious to be of service in advancing the Kingdom of God. The real duty of the Church is to bring home to each soul of its membership the clarion call of God to His ministry and to secure from each a reverent consid-

eration of his personal response to such a call, knowing that the call, if valid, can proceed only from the great white Throne.

The question immediately arises as to what constitutes a call to the ministry and what are the indicators that can assist the individual to arrive at certainty in respect to his call. One very strong indication in this direction, it seems to me, would be the voluntary advice and counsel of a man's associates. They know him thoroughly and their desire, based on his life with them, should cause any man to ponder well his duty to enter the ministry. The minister will have his place in this advice and counsel, but he should consult others before advising too surely in any case.

A second indication would be the influence a man's life is exerting in religious circles. If he is put forward as a leader and looked to with confidence, that would in itself suggest a larger sphere of service, especially, if these marks of trust and confidence came unsought and in early life.

One's own taste and temperament will be another pointer. Do I love the worship of the sanctuary? Do I rejoice in the things of the Spirit? Is my vital concern in spiritual rather than material issues? These questions will help wonderfully in settling the matter.

But the final consideration must be in every case the witness of God's Spirit in my own heart that it is His will for me through preaching to point men to the way of salvation. The writer is a layman and is so because he has never felt that witness. He is glad to serve in a layman's place the great interests of the Kingdom, but happy is that man whom God has chosen to stand in holy places and proclaim the

unsearchable riches of His Grace! There is no higher happiness! In the face of such a call, every other interest must yield. "Woe is me if I preach not the Gospel," and joy, joy, joy unspeakable if I follow my Father's call and do His will! May every young man who reads these lines place himself in God's hands and trustingly await His guidance!

A call to the ministry will require not only such witness as we have just suggested, but also thorough preparation. There are cases where the preparation must be limited, as when the call comes late in life. I have known such men to be of great service without the thorough preparation I suggest. But a young man ought not to be content to begin his ministry without adequate preparation. If God has called him early, it is that he may fill a large place by having opportunity to prepare for it. The times demand a superior type of spiritual leadership, and that too should encourage special effort. If a man is not willing to pay the price of his call, he may well consider whether he has really been called.

One final thought shall conclude this brief discussion—the thought as to the reward awaiting the called and prepared minister. I said minister rather than ministry purposely, for the ministry, as such, does not appeal to men particularly, but the individual minister does. The deference, the reverence, accorded the minister, due to his place of leadership and the vital interests he faithfully represents, will surely compensate any sacrifice exacted in his accepting the call and making the preparation. But greater than any deference, deeper than any reverence, will be the satisfaction in his own heart of having been enabled to be to men and women the gateway into [illegible] Kingdom, the everlasting Kingdom of the Christ.

Date Due

MAY 7

A Final Word

All money raised should be sent to the Treasurer of Elon College, Rev. L. I. Cox, Elon College, N. C., who will receipt direct to the remitter and through *The Christian Sun*. A list of all remittances received will be printed in this bulletin for 1916, since it is the purpose each year during the life of the campaign to bring out such a number.

This money will be invested at six per cent. by the College Investment Committee, consisting of Dr. W. W. Staley, Col. E. E. Holland, and Capt. Willis J. Lee. The interest will be added to the principal till a sufficient amount is in hand to begin the Department.

It should be said that individuals may make offerings direct to the Treasurer.

May rich blessing come to all in this great forward movement!

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JUNE, 1915

BULLETIN
OF
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ELON COLLEGE, N. C.

COMMENCEMENT NUMBER

BULLETIN ISSUED QUARTERLY

TWENTY-SIXTH ANNOUNCEMENT

Admitted as Second-class Mail Matter under Act of July 16th, 1894

Dedicated
to
The Class of 1915
Worthy sponsors they, of the
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In
Gratitude
for
Their
Devotion
to
Alma Mater

SOUTHERN CHRISTIAN PUBLISHING CO., PRINTERS, ELON COLLEGE, N.C.

Elon College Bulletin

Commencement Number

BY WAY OF INTRODUCTION

This bulletin we entitle the Commencement Number because the addresses herein contained were delivered at the 25th Commencement which covered the period from May 22-25.

Every reader of this bulletin will be glad to read and reread President Harrison's scholarly utterance. He is a leader among that new group of industrial captains who see in industry as its chiefest ingredient human life. He is president of the South's greatest railway system, The Southern, and he aspires to have his business multiply, but he realizes it can grow only as the South's men and women increase in intelligence and intellectual acumen. A more striking, thrilling deliverance has rarely been given on any baccalaureate occasion at this seat of learning.

The oration by Mr. Barbee and the essay by Miss Mason will also deserve and no doubt receive careful, discriminating attention. Friends of the College and the Alumni will rejoice that the institution's ideals are becoming so potent and distinctive as to claim for themselves willing and devoted sponsors from the members of the student body in public address on academic occasions. Diligent, thoughtful young people, anxious to secure for themselves the really efficient type of education, and their parents, will find much

food for thought and consideration as well as solid instruction, in these two delightful, winning, original productions by two members of Elon's 25th class.

We give herewith also a splendid, sympathetic interpretation of The Elon Spirit by one who has contributed so largely to its constitution from the first days of the College, the illustrious and eloquent College Pastor, Dr. J. O. Atkinson. If any man knows Elon, he does, because he is a part of all here. His interpretation will be read with eager appreciation by all the Elon family and by prospective patrons who are anxious to understand the vital things connected with an institution before connecting themselves with it. It is the atmosphere surrounding a College, its spirit, which moulds and elevates its students. How fundamental and appropriate, then, Dr. Atkinson's masterly discussion is will be readily apparent to all.

We invite the patronage of any and all who can subscribe to the educational creed these four splendid articles expound and commend it without reserve to all forward-looking of our era.

THE CHOICE OF HERACLES*

> "To the entent that I wyll declare howe gouernours of realmes and cities may be prepared, I will use the policie of a wyse and counnynge gardener: who purposynge to haue in his gardeine a fyne and preciouse herbe, that shulde be to hym and all others repairynge thereto, excellently comodiouse or pleasant, he will first serche throughout his gardeyne where he can finde the most melowe and fertile erth; and therein wil he put the sede of the herbe to growe and be norisshed."—**Sir Thomas Elyot.**

It is our pride to term the South conservative, not, as some Philistines connote the word, with an intendment of what is behind the times, but with a congratulatory appreciation that here are a people alive to all the real progress of the age in which we live, but still clinging with respect to that concept which spells patriotism—the subordination of the individual to the community under equal laws. Here, as in few parts of our broad United States, men still regard that as good which their fathers did because their fathers did it. We live at the end of an old era as well as at the beginning of a new. We can still look back with perspective while our eyes are beginning to reflect the light of vision of the future. With this

*This magnificent address was delivered by President Fairfax Harrison, of the Southern Railway, to Elon's graduating class and a vast concourse of their friends, on commencement day, May 25th. President Harrison is as splendid an illustration of the scholar in business as President Wilson is of his presence in politics. His words of wisdom and culture will be profitably read by thousands So impressed was the College with the weight and worth of this thrilling deliverance that at its conclusion the College conferred on President Harrison the degree of Doctor of Laws.

great privilege of immediate contact with a background of which we can well be proud, surrounded by the stately relics of a race which moved slowly perhaps, but was guided more by principle than by sentiment and emotion—a race which none dares contemn, but all gentlemen are bred to honor—it is fitting that the South should equip her sons for the contests of the new life with whatever is best in the tradition of the past; that we should pass on the torch our forefathers passed to us, if it still illuminates, as I shall today try to maintain that it does.

Our modern creed tells us that those who laid the foundation of our nation demanded too large a sacrifice of the inherent rights of the individual to the general good of the commonweal; that for all the fine French philosophy of the Declaration of Independence, the government which resulted from it was rather a government of Man than of men and women; in fine, that it gave opportunity for the very things it sought to overthrow—the growth of classes and special privilege. In our reaction it may be questioned whether we are not going too far in our concern for the Individual, and whether a modicum of that kind of education which formed the principles of the Fathers might not teach us that, after all, the rights of the Individual conservatively might ever be subjected to such limitation as sentimentality can not be expected to appreciate, but which wisdom, founded on a knowledge of human history, and indeed of Nature herself, can safely impose. One is reminded of a philosophical observation by Darwin:

> "Perfect equality among the individuals composing the Fuegian tribes must for a long time retard their civilization. As we see those ani-

mals whose instinct compels them to live in society, and obey a chief, are most capable of improvement, so it is with the races of mankind. Whether we look at it as a cause or a consequence, the most civilized always have the most artificial governments."

There have been three previous periods in the history of the world when men, in reaction against the tyranny of classes or of states, were actuated by that high passion of idealism for the individual which breathed through the last inaugural address which has come to us from the Capitol in Washington. The literature of Greece reveals a moment when men were freeing themselves from the grip of the state and seeking an unrestrained expression of individual rights with the privilege to discover and to explore themselves. It is no longer the age of Æschylus, finding its catharsis in the poet's rehearsal of the fortunes and feeings of kings and prophets and princely heroines—it is the age of Euripides, the disintegrator, who searched the heart of personal experience and gave a poignant expression to what he discovered. He in turn yielded the stage to Menander and the unheroic emotions of Everyman in the New Comedy, just as Browning has given way to Bernard Shaw.

Again, at the end of the splendid history of the Roman Republic, man sought once more to live for himself and no longer for the state. Literature ceases to be epic in the old Greek sense; it has become personal, esoteric. Catullus plays upon our own private experience as freshly as the Lydian waters still laugh on Sirmio, today as when, returning from Oriental wanderings, he came once more to his beloved Lago di Garda. But chiefly do we find the new note in Vir-

gil—no longer the stern, compelling eloquence of Ennius, but a sweet sentimentalism which a schoolgirl can understand.

Once more, at the close of another age—that of feudal Europe—do we find men considering intensely the rights, and even more the wrongs, of the individual. We are taught to look upon the defense of Calas by Voltaire as psychologically the highest moment of a great career of illumination.

It is perhaps unnecessary to suggest that each of these periods of divagation of the interest of the citizen from those of the state was followed by a subjugation of the dearest of all individual rights—that of political liberty; that Philip and his son put out forever the lamp of Greek liberty; that Augustus destroyed the fabric which more than anything material represented "the grandeur that was Rome"; that Napoleon crushed during a cruel hour a nascent national independence. It is equally unnecessary to deduce from what has been said that individuals find their freest expression only under personal tyranny, which, depriving them of concern in the welfare of all, diverts them to a private fingering and fondling of their own souls. It is enough to realize that we are living today in another such age of dissent from the standards of the past; that our literary prophets drive home disillusion in order to make us modern—Ibsen, behind the leering mask of comedy, with the same clairvoyance as moved Erasmus or Lucretius.

Our search is, then, for a gospel which each of us may intrepret as authority for the freest choice of moral standards; and we hurry through all beliefs, dissecting as we go those which have been held in the most sacred esteem. We seek natural explanations of those dear prejudices which have moved men to

wonder and secret sympathy through countless ages, and what was religion has for some become merely *mores,* taboos, sun myths—an interesting subject for research, but no longer a restraint of conduct.

And so our modern system of education, discontent with the studies which have moved men to high and noble endeavor, prescribes in place of them a pabulum of applied science—the most reasonable, as it is the most dreary, of the utilities of the modern world. We hear accepted leaders of opinion insist that we shall no longer waste our time with building of character; that the true end of education is to sharpen our wits for the conflict of life, to arm ourselves with weapons of immediate use.

All the cry of the schools is of vocational education. The lad who has learned to read is to begin, forsooth, at once to prepare himself for a trade or even a profession. To study the classics, to drink inspiration at the fountains of the past, is no more profitable, we are told, than the efforts of Tantalus to slake his thirst. I do not mean to suggest that vocational education is without its uses—far from it: but that among such men and women as I am addressing today it might well be confined to the individual whose bent of mind discovers a probable career as a technician. Even if a man is eventually to specialize, he is a sounder man if he does so on a solid foundation of tradition. Vocational education as a system for all is what I deplore. It is a sage counsel only for the industrially inept, for wage-earning mechanics at the highest, but most necessary shall we say for the negro—not for potential leaders of men. The trail of it is, however, everywhere evident, even in our higher schools and colleges, with the result that we are breeding a race of average men whose education

operates like a labor union to deprive the best of the opportunity of his natural equipment, and to reduce efficiency to a level attainable by the incompetent. This is responsible for the most-to-be-regretted type in our industrial life today—the man in authority who is merely an official, competent to enforce rules, diligent, earnest, faithful it may be, but incapable of imagining new things.

With all deference to current opinion to the contrary, I believe with old Sir Thomas Elyot that proper education for holding places of authority is as vital to the welfare of the state as the education of the many. As we are now facing new and fundamental questions of politics, of social science and economics, there was perhaps never a time when, as a nation, we more required leaders of poise and self-restraint, capable of bringing to the solution of the new the experience of the old, not that they may solve these questions only as they have been solved in the past, not that they may resist the pressure of the new, but that they may be able to choose what is sound and avoid what is merely specious.

I yield to none in admiration of the man who knows —the man equipped with modern science; but I venture, nevertheless, to assert that without background, as he too often is, he may be a narrow man, and in very truth plays, after all, but a small part in the world. He can not move men to action—he can only facilitate their poor material and human convenience, which breeds more wants than it satisfies; he can not stir the heart to singing—he can only reckon its pulsations.

My appeal is, then, to a view of life which will take account of the past as well as of the future, in education as in the conduct of affairs for which edu-

cation is the preparation. The object is often made to that kind of equipment which is founded largely upon study of the humanities, that such a man enters life a mere amateur. He knows nothing useful, and so, it is said, he is unfit for industry, which in our age and in our civilization is the chief end of life, and so of education; that for example, in international commercial competiton he is putty in the hands of a technically trained German. I venture, however, to maintain the thesis that a man with a literary education is as well equipped to lead the industrial world as is the vocationally educated physicist or mechanical engineer of similar natural parts and character. It is a familiar experience in industry, as it is practised today, to see the man who has little or no special training in science—indeed, alas! sometimes little education of any kind outside of the school of experience—leading successfully some great industry, solving its problems with full use of all the mysteries of applied science, and reaping the rewards of power and honor which come with successful leadership. How he does is not far to seek. He *hires* the specialist as he requires him, and that too, unfortunately for current educational theory, usually at a comparatively small wage. He does not himself need to know what others can tell; he can use technical men as he uses a table of logarithms. But, for leadership in its largest aspect, he does need a personal and ever available equipment of high principle, courage, both moral and physical, and imagination—qualities which are native in some characters, but may be cultivated in most through touch and contact with the thoughts and minds of the great souls who have by those qualities achieved great deeds in the past—that immortal company the tradition of whose acts or words constitutes

the body of literature which we term the classics.

I urge, then, upon those who would lead in industry, as in other conflicts of life, to build character and imagination by the study of the humanities. It is, however, no easy school that I counsel, no promenade or *pasear* through the contemporary literature of predigested knowledge—the books about books—which crowd our libraries, the ancient history drugged with modern politics, not Grote and Mommsen, but Thucydides and Tacitus. I summon him who would know and understand

"the springs
Of wonder, and the wisdom of the world,"

back to the sources, to the originals in all ages, that by the very labor of the search the knowledge may be more securely gained and taste the sweeter in achievement. He has weary days and straining nights before him, but he has deathless privilege, the communion with great souls. Scholarship in its technical sense is not now my subject. It is not the life of an Oxford don, nor of a German privatdocent, that I hold up to the emulation of a young American who would become a captain of industry. The life of a Scaliger, a Casaubon, a Bentley would be an anachronism in our teeming world of industry. But from such as these there is much more than scholarship to learn. Because their tools are those I recommend to him who would know how to lead men, and because their methods are those of the painful endeavor which alone yields enduring success in any form of human enterprise, their lives may be our inspiration as we read the books which their labors have made readable. Here, for example, is Joseph Scaliger pleasantly pictured for us by his great contemporary Casaubon,

ever debonair in the use of his hard-won learning:

> "A man who, by the indefatigable devotion of a stupendous genius to the acquisition of knowledge, had garnered up vast stores of uncommon lore. And his memory had such a happy readiness that, whenever the occasion called for it, whether it were in conversation or whether he were consulted by letter, he was ready to bestow with lavish hand what had been gathered by him in the sweat of his brow."

So it is that true classical study can never be delettantism. "Not without dust and heat" may one obtain a literary education which may serve in the practical life to come. I will take the liberty of illustrating my point by a version from one of the books recommend. It is the old, old parable of the joy which comes in work, as Prodicus the Sophist wrote and published and read it to numberless audiences of young Greeks in the great fifth century, and was commended therefor by Socrates. Its moral is today no less pertinent than is its charm of expression, though the full measure of that charm must, indeed, be sought in the Greek original. It is the parable of *The Choice of Heracles.*

> "When Heracles was emerging from boyhood into the bloom of youth, having reached that season in which the young man, now standing upon the verge of independence, shows plainly whether he will enter upon the path of virtue or of vice, he went forth into a quiet place and sat debating with himself which of these two paths he should pursue; and as he there sat musing, there ap-

peared to him two women of great stature which drew nigh to him. The one was fair to look upon, frank and free by gift of nature, her limbs adorned with purity and her eyes with bashfulness; sobriety set the rhythm of her gait, and she was clad in white apparel. The other was of a different type; the fleshy softness of her limbs betrayed her nurture, while the complexion of her skin was embellished that she might appear whiter and rosier than she really was, and her figure that she might seem taller than nature had made her; she stared with wide-open eyes, and the raiment wherewith she was clad served but to reveal the ripeness of her bloom. With frequent glances she surveyed her person, or looked to see if others noticed her; while ever and anon she fixed her gaze upon the shadow of herself intently.

"Now when these two had drawn near to Heracles, she who was first named advanced at an even pace towards him, but the other in her eagerness to outstrip her, ran forward to the youth, exclaiming, 'I see you, Heracles, in doubt and difficulty what path of life to choose; make me your friend and I will lead you to the pleasantest road and the easiest. This I promise you: you shall taste all of life's sweets and escape all bitters. In the first place, you shall not trouble your brain with war or business; other topics shall engage your mind; your only speculation, what meat or drink you shall find agreeable to your palate; what delight of ear or eye; what pleasure of smell or touch; how you shall pillow your limbs in softest slumber; how cull each individual pleasure without alloy of pain; and if ever

the suspicion steal upon you that the stream of joys will one day dwindle, trust me, I will not lead you where you shall replenish the store by toil of body and trouble of soul. No! others shall labor, but you shall reap the fruit of their labors; you shall withhold your hand from nought which shall bring you gain. For to all my followers I give authority and power to help themselves freely from every side.'

"Heracles, hearing these words, made answer: 'What, O lady, is the name you bear?' To which she: 'Know that my friends call me Happiness, but they that hate me have their own nicknames for me—Vice and Naughtiness.'

"But just then the other of those fair women approached and spoke: 'Heracles, I too, am come to you, seeing that your parents are well known to me, and in your nurture I have guaged your nature: wherefore I entertain good hope that if you choose the path which leads to me, you shall greatly bestir yourself to be the doer of many a doughty deed of noble emprise; and that I too shall be held in even higher honor for your sake, lit with the lustre shed by valorous deeds. I will not cheat you with preludings of pleasure, but I will relate to you the things that are according to the ordinances of God in very truth. Know then that among things that are lovely and of good report, not one have the gods bestowed upon mortal man apart from toils and pains. Would you obtain the favor of the gods, then must you pay these same gods service; would you be loved by your friends, you must benefit these friends; do you desire to be honored by the state, you must give the state your aid; do you claim admi-

ration for your virtue from all Hellas, you must strive to do some good to Hellas; do you wish earth to yield her fruits to you abundantly, to earth you must pay your court; do you seek to amass riches from your flocks and herds, on them you must bestow your labor; or it is your ambition to be potent as warrior, able to save your friends and subdue your foes, then must you learn the arts of war from those who have the knowledge, and practice their application in the field when learned; or would you e'en be powerful of limb and body, then must you habituate limbs and body to obey the mind, and exercise yourself with toil and sweat. . . . Toils like these, O Heracles, son of noble parents, it is yours to meet with, and, having endured, to enter into the heritage assured you of transcendent happiness.' ''

These are immanent lessons of success in a selfish world, but the fierce joy which comes of consciousness of work well done is not the only reward of him who builds his character upon the humanities. He who equips himself for life with an education of science, but with ''small Latin and less Greek,'' what is his intellectual resource in his hours of ease and divertisement? If he is a banker, like Sir John Lubbock, he can doubtless amuse his leisure with ants and bees; but if he is an entomologist for his livelihood, he can not reasonably expect diversion in banking as an avocation: it is probable that the Comptroller of the Currency might intervene with an awful veto. But he who has founded his career upon a study of the great dead whom we term the classics, has not only a fund of experience and tradition of achievement to guide and stimulate his workaday life, but, when

work is done, he has a sweet well of imagination to dip into, vastly to be preferred to the muck of a modern literature of unrest and sordid discontent. He may betake himself to that wonderful isle of the poet's conjuring, there to invite his soul and refresh his faculties. He, too, can live in Arcady.

"And I have fitted up some chambers there
Looking towards the golden Eastern air
And level with the living winds, which flow
Like waves above the living waves below.
I have sent books and music there, and all
Those instruments with which high Spirits call
The future from its cradle, and the past
Out of its grave, and make the present last
In thoughts and joys which sleep, but can not die
Folded within their own eternity."

THE PERILS OF EDUCATION WITHOUT CHARACTER*

That formation of character is the end of education is a commonplace of pedagogical theory, if not of school procedure. There is no educational writer so depraved that he would deny that character formation and development should at least be an indirect result of education. Many educational writers even go so far as Mr. Bagley and declare that education is character development.

And, therefore, it would be entirely useless to attempt to prove that character is a necessary requisite to the true education. But the thing that needs to be impressed upon the minds of our teachers and educators is the fact that education without character is a factor that threatens even the fundamentals of our civilization and is a growing menace to society.

The elements of character may conveniently be grouped under three heads: (1) discriminating judgment as to relative values, (2) direct emotional susceptibility to values as presented in experience, and (3) force in execution. It is my purpose to prove that education without these three elements is worse than worthless and that without supplying the discrepancy between the sholastic means and the moral end our school system must prove a failure from the

*An oration delivered on class-day of the 1915 Commencement by Mr. Marion Clebon Barbee, Ph. B., and printed here because it reflects Elon's educational tenets so completely.

standpoint of efficiency in conduct of life beyond the school walls.

First, let us consider discriminating judgment as to real values. Judgment is obviously the intellectual element in character. The will is the intellect in active operation. The true excellence of the will is docility, obedience, subordination to law; its deadliest vice pride or the rebellious following of its own law. Possession of the sort of knowledge that modifies character is expressed in behavior. Hence without the intellectual or volitional side of character the mind would, so far as its moral characteristics are concerned, lose its influence over conduct, and would lead to the blind action of mere sensibility wholly unorganized by ethical reason. The interests of security have been threatened by the absence of character in education, which so results in that individualistic and rebellious pride leading to anarchism and nihilism. The very life of society and social institutions is endangered.

The selfish man who has no regard for the rights of others and who has no conception except that of *meum,—teum* to him being a quantity not to be recognized—is one who has no respect for the laws of society; his guiding principle is entirely devoid of any altruistic spirit. Such are the unscrupulous men who prey on society; such is the common thief, and such is the great financier who gambles on the bread of life and becomes rich at the expense of widows and orphans. The principle is the same in both cases. Both have a profound disregard for the rights of others. Education made the difference in the degree of their crime. Such training that enables men to rob the weak, to steal from those who are even so blind as not to know they have been robbed, but who nevertheless

must suffer, is at once obviously unworthy of the sacred name education, and indeed is a perilous type to institutions, government, and society.

Therefore, I hold, education should take the form of genuine, deep, and intimate sense of values, for action follows insight and this true insight is only obtainable through education with character.

Secondly, let us regard direct emotional susceptibility to values presented in experience. This is the emotional or feeling element in character. This is the element that develops the cultural side of the human personality. To lead the young and impressionable student to take pleasure in the things that are worthy and to be averse to the things that are unworthy was considered by both Plato and Aristotle to be the end of education. The earliest years are those in which the emotions are most intensely active and the attraction or repulsion for objects is fixed to a large degree during these years. These are the years of education. These are the years in which character is made or marred forever.

Can we expect the man who has no love for the good to lead a moral life? Can we expect him who hath not hate and fear of evil to shun sin? Such hopes would be entirely absurd. But he who loves truth for its own sake, "whose delight is in the law of the Lord," cannot, if he be wise, stray from the straight and narrow way. Sensitive emotional responsiveness is indeed a necessary element of the true personality.

The sense of good is largely a developed intuition in the human consciousness. To educate without such an intuition is truly a dangerous action. It is the nourishing of the youthful tiger who will at some later time in base ingratitude turn on his benefactor and

tear out his very vitals to satisfy ravenous appetites and insatiable passions.

So do human tigers prey on the society that has educated them, and that education which developed their fierce and brutish natures is the factor that makes their menace so great.

Thirdly and lastly, perceive the effect of force in execution as a necessary element of true education. Force, patience, and persistency in execution are recognized as indispensable factors in character. Character signifies independence, initiative, and energy in pursuit of ends. Education should provide and furnish the opportunities and tools for the development of the initiative side of our nature. These are the requisites to the formation of a character which is not satisfied with being simply a spectator, or passive absorber, but that strives earnestly to put right impulse and good desire into actual and concrete effect.

Without such an element education would become a mere feebleness. Feebleness, in this sense, among all sins is the most contemptible; it is the educational sin against the Holy Ghost.

Society relies on her educated men to bear her burdens and soothe her grievances. The nation that eliminates character from its educational systems is removing the pillars out from under the structure of its civilization, and sooner or later the majestic social edifice will crumble into ruins.

The State through law addresses itself to the regulation of outward conduct only. It only stands as a whip to those who give overt proof of bad conduct in their dealings with their fellowmen. Hence its primary function is negative. The positive aspect of real character development is left to education. Edu-

cation, then concerns man's whole walk and conversation, it touches the rectitude of each man's life, the truth of his dealings with his own conscience, the whole substance of character and conduct, righteousness both of act and mental habit.

The education, then, that does not develop character of the highest possible type has not fulfilled its mission. Far better that a man should remain in densest ignorance than that he should be made miserable by knowledge which has not the power of giving happiness to the soul, peace to the spirit, and the blessedness of service to the personality.

WHAT IS A COLLEGE?*

Things familiar are usually those about which we have the least definite knowledge. Four years ago, even the writer would have hazarded, without hesitation, an answer to the question, What is a college? The reply would have been that a college was a place to which girls went to get the polish put on, and a place where boys went to get the polish taken off. But recent events reminded me that was the answer of a mind little stored with the problems of the world, for it is exceedingly doubtful if the best scholar of today can furnish a correct and complete answer.

Last January there met in Chicago the representative college presidents of this country. Each thought his institution was a college. The finest fellowship prevailed and all went as merry as a marriage bell until this apple of discord, like a bomb from a cannon fell into their company—the question which the scholarship of this country has been asking ever since—What is a college?

Some said it was four years of approved study, others that it was four years of approved athletics. One declared it was a place to teach men how to make a living; another vehemently averred that it was a place where women were taught to live a life. So between playing ball and digging up Greek roots; between scanning Latin verse and living a life, to use

*By Miss Charlotte Beatrice Mason, Ph. B., member of the class of 1915. This essay was given on graduation day, May 25th, and won the Moffitt Essayist Medal. It is so true to the Elon ideal of education that it is here given in full.

a classic phrase of a recent politician, one wonders "Where is a college at?"

Political economy teaches that there are three stages in development from barbarism to civilization, namely, pastoral, agricultural, and manufacturing. Since the college seems to be nomadic in its habits, perambulating around without a definition, are we to decide that it has advanced just one step from barbarism and is still in the pastoral or grazing stage? There are those, however, who would have us believe that a college is two degrees removed from barbarism. That it is solely agricultural, in which we are substituting a knowledge of how to grow corn and can tomatoes for the ability to reason with Aristotle and think with Plato.

A distinguished North Carolinian said publicly a few years ago, what many boys were learning to say, *hic, haec, hoc,* who ought to be at home saying gee, haw, buck. Had he waited until our day he would have said that the colleges were teaching with the clearest show of classic pronunciation, their student out of many demoralizing habits. It is generout how the powerful minds of antiquity declined and defined their nouns and pronuons.

Colleges are more than buildings, more than spacious lawns and beautiful groves, more than massive structures of masonry and wood-work, yea colleges are even more than the courses of study which are given such a prominent place in the catalogs of the institution.

A college is not a place where the best ball team is maintained. Athletics is necessary, but can never become the serious and chief occupation of a college career. It gives vigor and spirit and keeps the student out of many demoralizing habits. It is gener-

ally admitted that in most colleges, the spirit of the players is to win at any cost, and show but little regard for the pluck, skill, or feeling of an opponent. The game must be won for the sake of the institution. The occasion is supreme. There is no time for friendly interchange before the game, no time for chivalry during its progress, and in the sorrow of defeat or the jubilation of victory, no thought of receiving or offering the civilities of hospitality. Such feeling must be corrected and changed for one of friendliness and for cultivating new social relations. The college is not the place to make boisterous boys and indiscreet girls.

To many fun-loving youths a college is but a place to deplete father's bank account. Young people imbued with such an idea give too much attention to what might be called college "side-show," fraternity life, dramatic and musical clubs. These things are all very well in just proportion, but silvi-culture should not be matched against Tacitus or Calculus. We have indeed gone far toward making social and athletic chautauquas of what should be Institutions of Learning.

In former days a college president knew what a boy wanted when he came to school. He knew that his pupil was after knowledge and development of mind. Now he may want development of muscle. It is, therefore, a question of where the college is to begin with him, whether in the classroom or on the campus, with his head or with his heels. We have heard the question, what is wrong with the college? We may find fault with the college for offering thousand-dollar boys, fifty-cent education, but we must also be willing to admit that we send many a fifty-

cent boy to college and expect a thousand-dollar training.

May we not here discuss some of the more material elements of which a college is sometimes supposed to consist? Is it an institution of learning requiring as a condition of entrance to its freshman class the completion of fourteen units, the completion of four years of college work thereafter, an endowment of at least $200,000, an equipment valued at at least $300,000, and the requirement that at least six teachers give their whole time to pure college work? In one sense, yes. Yet the true college is far more than this, it is a place of culture, a place of privilege and preparation, and it is a place to develop men and women intellectually and morally. We do not go to college to do four years of drudgery in order that the rest of our lives may be made either easier or brighter. We go rather to catch a vision that will ever hold our faces toward a goal, even amid the blackest passages of our later experiences; for

"Tasks in hours of insight willed
Can be through hours of gloom fulfilled."

Few ideas are more readily taken for granted and few are more pernicious than the idea that the college is primarily a place of preparation—preparation as we sometimes say, for "life." It prepares the man and woman in the practice of responsibility. The student comes to acquaint himself with the problems of the world as it now is, to make his own all that is choicest in the inheritance of the past, and to catch a glimpse of the world as it ought to be.

Back of the question, what is a college? is the deeper question, what is education? In a true sense it is something drawn out in the student, not something put into him. No man's head should be an open

space through which ideas blow idly for his amusement. Education is sharpening the weapon we already have. The Latin of the word signifies that it is to lead out. Dr. Henry Van Dyke remarks, "There may be much in a boy that ought not to be led out, and many a mother feels that there are some things which ought to be spanked out. The Germans are the scholars of the world, and just now there are several other nations who think there is much in the Germans which ought to be shot out."

A college is recognized as a place of intellectual gymnastics. Just now we hear the cry, away with dead languages. But what surprises us is the next cry, "Back to the fossils in the rocks." Isn't a fossil deader than any dead language ever taught in college? Ten millions of years ago—time is no object and costs nothing in science—a little plant folded its leaves on a bed of clay and died. Now the scientist is red-hot to know how it lived. Is it not just as interesting and instructive to know how Julius Caesar startled the world and to read it in his own language? Is it not just as much to the advantage of an ambitious boy to know how Demosthenes spoke as to know how an ichthyosaurus sprouted? Think of trying to make the bones of an extinct animal a bigger study than the orations of Cicero.

The college is a place of culture; it pursues noble ideals, the ideals of truth, righteousness, of democracy. But intellect without culture is as cold and as powerless as winter sunshine that falls upon a snowdrift and dazzles the eyes with brightness, yet remains impotent to unlock the streams, or to bore a hole through the snowdrifts.

"At college, if you have lived rightly," says Dean Briggs, "you have found enough learning to make you humble, enough friendship to make your heart

large and warm, enough culture to teach you the refinement of simplicity, enough wisdom to keep you sweet in poverty and temperate in wealth. Here you have learned to see great and small in their true relations, to look at both sides of a question."

Whatever a college is or maybe, this we know, it is more than a preparation; it is life. There are in life some things beautiful in themselves—things worth having. There are other things not so beautiful, not worth having. It is man's part as he lives this life to choose the former. To do this well is to succeed in the practice of the art of living. Colleges must keep in the foreground the three necessities—something to do, something to love, and something to hope for; and to do all in their power to help men and women live effectively and purposefully. "The world turns aside to let any one pass who knows whither he is going."

A college must be more than a house of culture. If not it is only a cold storage plant, where learning is handed out when the price justifies. It must mean character and moral development. When the culture of the heart keeps pace with the culture of the head and both are educated together, education becomes a vital power. "For out of the heart are the issues of life."

The college mistakes its function if it thinks it can make young men and women moral beings by standing over them, "*in loco parentis,*" with a rod in hand and a spy glass on its nose. It gives its truest lessons in morality when it strengthens the student in his search for truth and encourages manliness and womanliness in the putting away of childish things. It is the noblest duty to fill the mind with enthusiasms. The college will teach students to believe

that faith and zeal and devotion are real, things of great worth, things that are embodied in the lives of men and women.

The college is playing a larger part in the world's history than ever before and it is destined to do more. The real answer to the question, "What is a College?" will solve the problems of life and character in the future. Not the study of the fine arts, but the fine arts of study are to be the product of the real college. Not a life absorbed in arts, but arts absorbed in life will measure the worth of the college. The college of the future will labor to produce the vital artist. There is a painter's art, a sculptor's art, a musician's art. But is not the highest art the binding of the elements of human nature and human achievements so as to make the symmetrical character? And is not such a person a vital artist? His life reflects all the arts he has learned, because his college has made them real, vivid and vital for him. When intellect seems sightless, immortal hope burns low, and the stars dim and disappear, then comes the heart to lead man along the upward path. If the college of the past or even of the present has seemed to fail and not to be sure of its footing or its whereabouts, it is because the college has emphasized culture too much and character too little.

What is a college? If the present fails the future will tell that it is a place, an institution, a habitation of men and women where character is guarded, where life is unfolded, where the noblest sentiments and sublimest impulses are developed to the highest degree. Not information, but inspiration; not culture but character; not the big head, but the big heart will be the aim, the ideal and may it please God be the realization of the college of the future.

THE ELON SPIRIT*

There is an Elon spirit. Its interpretation may vary according to the tongue and timbre of the individual. But differences of interpretation only argue the largeness, not the lack, of the prevailing spirit. It may not be defined, because it is without limitations in power, in resources and in activity. It may, in a measure, be described as the artist, with brush and color, brings out the figures, fancies, and forms of his own mind and soul.

The first definite coloring is that of a certain fellowship born of freedom. The atmospere of the forest, fields and hills is more fresh and fragrant than that of cell or cloister or convent. The former is nature's free and abundant gift. The latter is stifled, hindered, unnatural. Is it because boys and girls, men and women, are permitted to meet and mingle here in pursuit of truth, and the noble arts, according to the most sensible and natural manner, in all the world, that such fellowship and freedom pervade the atmosphere we breathe at Elon? The Father of all wisdom gave sons and daughters to the same home to live, to labor, and to learn there. In the home as in no other atmosphere is born and is nurtured the spirit of real liberty, the feeling of real fellowship, that shapes the destinies of great states and moulds the character of men and measures which

*By Rev. J. O. Atkinson, D. D., College pastor, whose eloquent discourses appealing to the best in young people, enter so largely into the constitution of the beautiful spirit he herein endeavors to interpret and portray.

really count in the world. The Elon spirit, as all well know, and many have so often observed, is that of the family, the fireside, with all the treasured fragrance, freedom and fondness that the term implies. The family feeling obtains in a most marked measure, that wherein each seeks the comfort and rejoices in the triumph of the other.

The second coloring is that of loyalty, born, not of large promise and glittering reward, but of sacrifice, service and unselfish endeavor. Elon was never a rich man's college. So it is not equipped with habiliments of ease, luxury and indulgence. There are such comforts, conveniences, as the rich may require and the poor may use to advantage, in making character; but merit alone is that which counts in curriculum, community and conduct at Elon. Loyalty born of sacrifice, nurtured of individual endeavor, wherein great and small are on equal, but none too lavish a footing, is an obvious, vigorous and vital part of the Elon spirit.

The brightest and withal, the most inviting coloring is that of a moral tint and hue. The highest and best morals are in no wise unfriendly to liberality in opinion, freedom in conduct, and progressiveness in attitude, but on the contrary foster and give impetus to all three. The Elon spirit is and ever has been highly and intensely moral, with all the hope, buoyancy and bounty that the word implies. This morality is the outcome of the broadest, and most liberal spirit of Christianity, because of which the institution was founded and by which, from the beginning, it has been fostered. "Christian education" is the ideal ever sought after here, that culture, refinement, scholarship, which seek to make men and women unselfish in their plans, benevolent in their pursuits, and

grateful in their possessions. No one has ever felt, or interpreted aright the Elon spirit who has not realized in it a power that seeketh not her own but compels one to look to the honor, the integrity, the valor and victory of another. This is the high unselfishness that the Carpenter of Nazareth wrought and taught, and which is giving to Elon men and women places of usefulness, influence, and efficiency wherever they go, and in whatever station they are found. A spirit which makes for a freedom born of fellowship, for a loyalty born of sacrifice and merited virtue, a morality inherent in and reflecting the life of the Nazarene, broad, liberal, sweet and profound, this is the Elon spirit which so many have felt and none who have come within its scope can escape.

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☞Enrollment limited to Four Hundred.

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JULY, 1915

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.

MID-VACATION NUMBER

BULLETIN ISSUED QUARTERLY

Admitted as Second-class Mail Matter under Act of July 16th, 1894

Dedicated
to
Elon's Alumni,
Noble sons and daughters
of a
Noble mother,
Whose useful lives
Reflect a growing
Lustre
on
her
Fair Name

SOUTHERN CHRISTIAN PUBLISHING CO., PRINTERS, ELON COLLEGE, N.C.

Elon College Bulletin

Mid-Vacation Number

COME RIGHT IN

Yes, come right in and consider with me the vital things discussed in this bulletin.

It is my pleasure to give you a formal introduction to the authors who herein speak. You will then be anxious to cultivate an intimate acquaintance with them and their utterances.

And first I present you Dr. E. L. Moffitt, former president of Elon College, a man of noble ideals and a happy faculty of straight-forwardness and directness in expressing them. His ideals for the small College—the College of four hundred students—in which every pupil from the freshman to the senior year will be under the big men who are masters of their subjects and where the very best results in scholarship and character-development are to be had are expected—well read his ideals and they will be yours.

Next I beg leave to present Mr. S. G. Rosenbaum, of New York City, one of the greatest industrial leaders of our day and a man who has advanced ideas in the business world. Mr. Rosenbaum employs thousands of the country's most talented young men and women. He will not have any but the best. His half century of experience plus an achieving success

entitles him to a consideration due few men. He knocks into "smithereens," whatever that may be, the silly notion that College education is not the biggest asset in business achievement. But see for yourself what he says.

Then, finally, I introduce Elon's present president, who presents to you the permanent elements of education in five divisions. You will desire to meditate well on what he says. It is Elon's educational philosophy and practice at once reduced to writing and spread before you in a summarizing epitome easy to understand and expressed with utmost frankness and with firm confidence that the principles therein enunciated are the eternal verities of education that must constantly and inevitably abide.

In conclusion let me say that Elon's decision to limit her student body to four hundred betokens a grasp of the fundamental things in education that must commend itself to every thoughtful person. Too large a student body will render impossible that intimate, vital touch between teachers and taught that is so essential to the best results in character growth. The educational experts say that ninety per cent. of the permanent good of education comes from the teacher's personality. That is why Colleges should plan to make the contact between the faculty and the students as intimate and personal as possible. That is reason also why a student should from his freshman year come vitally in touch with the heads of departments rather than with assistants and instructors as in over-grown institutions. Elon's student body, and faculty constitute a family. God made the family and man cannot improve that plan for the rearing into manhood and womanhood of the rising genera-

tion of young people. Elon will by this policy not graduate so many as otherwise she might, but they will be masters in their realm of life, whatever it may be.

I invite all those cherishing the splendid ideals set forth in the following pages to get into communication with President W. A. Harper, Elon College, N. C., whose pleasure it will be, I know, to help him or her to the larger life made possible through the uplifting ministrations of an ideal small College.

The Characteristics of the Ideal Small College*

The ideal small college which I have set before me must have first of all:

1. An equipment and endowment commensurate with its needs and possibilities. These should be such as to provide for the comfort and convenience of every young man or young woman who applies for admission. They should assure to every member of the faculty the laboratories, reference libraries, maps, charts, and other helps necessary to the proper conduct of his department, and should enable the trustees to pay him a salary in proportion to the services rendered, and that will give him freedom from those anxieties as to his temporal affairs that would detract from his labors in behalf of the young people committed to his guidance.

A few years ago even Elon had already reached practically the limit of capacity to accommodate her students as those in authority desired to do. Having an indebtedness hanging over the institution, the trustees did not see their way clear to undertake the enlargement that all recognized was necessary to mater-

*This cutting from the learned and eloquent inaugural address by Dr. E. L. Moffitt, delivered in May, 1906, on the occasion of his formal assumption of the duties as president of Elon College, which position he filled so creditably for six years, is peculiarly appropriate at this time—peculiarly appropriate because the Board of Trustees have by recent action said that Elon College should remain a small college by limiting its student body to four hundred, because they believe the place for such a College is fundamental in national life. Dr. Moffitt's wise words, the words of an educational statesman, will be read as definitely describing Elon's latest decade of history and progress.

ial growth. This indebtedness having been discharged in the year 1904, the trustees immediately began to arrange for the erection of the large new young ladies' dormitory which is now well under way, and will be completed before the opening of the next session. This will provide for the accommodation for one hundred more students, and will be one of the handsomest and most modern buildings in the State. In addition to this we very much need a central heating and light plant, and to this I shall turn my immediate attention. As to our endowment, it is far short of our ideal, even for the present needs, to say nothing of apparent possibilities. As soon as the improvements in equipment are completed, and the present crowded condition here is relieved, I shall turn my attention more particularly to the increase of our endowment funds; and in this effort I shall hope to find a ready response from our own people and from a generous and liberal public as well.

2. In the ideal small college, the curriculum must be strong and comprehensive. And, notwithstanding an occasional voice to the contrary, it must cover a full four years' course. This course must be above all else broadly cultural—in literature, in history, in science, in mathematics, in the classics and philosophy, in economics—in short, in all those things that bring to a young man or young woman that large and liberal view of life, of the world, and of the different kinds of service in the world, that will enable him to choose his vocation well and to succeed well in it. The ideal college should not try to do university work, but should rather leave that to the universities themselves, which are so much better prepared to do it. I speak now, of course, of real university work in the graduate departments, and not of the work done in the college

departments which are a part of practically all of our universities. So far as the under-graduate work leading to the bachelors degree is concerned, I believe that it is generally conceded by both college and university men that the good small college may do this work equally as well and as thoroughly as the good university. It is not a question of college and university, but of the man and the work. And a mutual knowledge and appreciation of this fact is the source of the good feeling and pleasant relations that generally exist between these two classes of institutions. As to Elon's curriculum, I may say that I am glad to find it modeled after those of the older and best colleges of the country. It is, perhaps not ideal in every respect, but that it is strong and comprehensive is seen from the high stand that many of our graduates have taken in their university work. I shall endeavor with the co-operation of the faculty, to maintain and, if possible, to raise even the standard that has already been reached. And in the future we shall hope to send a large number of graduates up to the universities for that special training that only universities are really capable of giving.

3. The ideal college must have a strong faculty: and, for most of the work, these should be university-trained men—specialists in their departments. Each man should have a broad grasp of his departmental subject, and should be able to give it its proper setting in the great world of thought and action. He should be able to make his students to see it as a live branch of the "Thee of Knowledge," bearing fruit, not of itself, but because of its close connection with the parent trunk and of its proper relation to every other branch. He brings into his class room, not only a thorough knowledge of his de-

partment, but a kind of inspiration and enthusiasm for the subject that is contagious, so much so that the student will be brought into that friendly relation to it that will enable him to see the most possible in it, and to get the most possible out of it. He should be a man of strong personality, thoroughly sympathetic and friendly in all his relations to the president, faculty, and students—especially is this true with reference to his attitude to the young men and the young women who come to him in the class room. As some one has said: "The relation of the teacher to the youth is not mechanical and occasional, as though the young mind were a pump from which an intermittent flow of knowledge may be laboriously drawn. The teacher, as we have seen, stands before the undeveloped capacity of the scholar as an agent in the evolution of the personal. He is a laborer together with God, a participant in a creative work. What sustains him in the routine of his task is the reverent sense of this participation with the Eternal. He works by faith, not by sight." It is my desire that the faculty of this institution may always approach as nearly as possible unto this high ideal. In the scholarship of Elon's faculty and in their fitness for their positions I have the greatest confidence. The fact that practically all of them are university-trained men is in itself an assurance of that breadth of scholarship and that degree of specialization that eminently qualifies them for doing the best college work.

4. The most fruitful small college is one in which there exists a close personal relationship between faculty and student body, and among the students themselves. Hence the number of students must not be large enough to destroy this "personal touch"

element. It will be impossible to say just how many students a college may have and yet be of the ideal small college type, but that is a matter of little concern—the important question being to maintain that personal contact of student and teacher and student and student, that is so helpful to most young people of college age. The small college professor deals with the individual, and the large college and university professor with the class. Hence the imperative necessity of having only the best of men morally and religiously, as well as intellectually, to teach in a small college especially. That close relationship existing between teacher and student will inevitably leave its impress on the character as well as the mind of the individual, for as a rule the college student has great faith in his teacher, and hence is easily impressed and influenced by him.

5. My fifth ideal for the small college is that it should be co-educational. In deference, however, to the differences of opinions and practices represented by our visiting friends, and knowing that this is still regarded by many as a debatable question, I pause now to do little more than mention this feature as forming an element in my own personal ideal. I may say, however, that, as seen from the report of the U. S. Commissioner of Education for 1903, the idea was then in line with the actual conditions and practical endorsement of 71 per cent. of the colleges and universities of the country. And, in noting this fact he says that since 1870, "its history up to a very recent period has been one of uninterrupted progress." He adds further that, "the policy of co-education derives, also, new force from its steady advance in Europe as the Feudal forms of society pass away." It is also in line with the system that

has been practiced by all of our colleges of the Christian church in the North and West since it was first inaugurated by our great apostle of education, Horace Mann, who was for several years president of one of our own colleges—Antioch College, Ohio,—and who really lead in the great co-educational movement of this country.

6. The ideal small college must be sincere in purpose and honest in pretensions. The one naturally follows the other: if the purpose is right, the pretensions will be right. If its real purpose is to bring out the best that is in the life and character of the young man or young woman, to develop the whole man, to reveal himself to himself, to inspire the noblest ideals, and so make it easy for him to recognize and get into his divinely appointed sphere and to make himself felt there, then, it will pretend to do only what it can and does do. Its catalogue, its bulletins, its advertisements, its public utterances will at all times and under all circumstances represent the college as it is. In this particular, at least, I am glad to believe that this institution measures well up to the ideal. A close study of the catalogue and an intimate knowledge of the work actually done during the past year have failed to reveal to me a single instance in which we have not carried out to the letter every claim that we have made there. This modest presentation of facts may cause us to fail to attract a certain class of unsuspecting students who are deceived by the exaggerated claims and pretensions of insincere and mercenary institutions, but it possesses holding, as well as selective qualities, and insures a stronger and more representative alumni, eventually, bringing back to us far more than we can ever lose. To claim to do the best we can, and

to do the best we claim we can shall be, at least, a part of the motto of the present administration.

7. And, finally, the ideal small college shall be thoroughly Christian—not sectarian, not theological even, but broadly Christian. In fact, so universal is the demand for Christian education that I doubt if there is an institution of learning in all the land that would dare say it is not Christian, even though it be under private, corporate or State control. In the small college, however, we find the most distinctive type of the Christian institution, the very large majority of them being either directly or indirectly under the control of some denomination. The college that fails to impress the heart with Christian ideals thereby materially lessens the value and power of its manual or mind training; and so sends out into the world a class of collegiate cripples, doomed to limp their way through the world of thought and action. Whether a man is a professed Christian or not, in order to insure permanent success, he must carry Christian ideals with him into his business or profession, or whatever vocation he may choose to follow. The institution, then, failing to inculcate these ideals is not fitting men and women for the best service in life—is not doing real college work. This being generally accepted as true, the importance of placing only Christian men and women in our college faculties is logically apparent. Years ago when the purpose of a college education was almost exclusively and narrowly cultural the general public had little concern about the opinions of a college professor. But today, when almost every subject is taught with reference to its direct or indirect bearing upon our social, political, and religious problems, it is altogether different—the opinions of a college

professor, even become a matter of public concern—to which fact, doubtless, many of the more indiscreet and less conservative at least can bear personal testimony. The public may often be wrong in its condemnation of such unfortunate individuals; but it is clearly right in its new conception of the possible influence of a college professor's opinions and beliefs. The Christian college, then, should be especially watchful lest, through this easy channel, doubt and unbelief, skepticism and infidelity, and even low standards of morality, find their way into the open minds and hearts of the trustful and confiding youth who commits his training and, in a measure, his destiny, into its hands. That you are doing this kind of Christian educational work is abundantly evidenced by the fact that, for years, about 90 per cent or 95 per cent. of our student body have been members of some church, and practically all our graduates have gone out into the world as strong Christian men and women ready for the highest type of Christian and social service.

In conclusion, I wish to express my firm and abiding faith in a small college that is striving to measure up to these fundamental ideals. Such a college should not enter into competition with any institution of any other class that is honestly striving after the ideal of its own type, and does not antagonize any influence or any movement that has in it even the promise of something better for the young manhood and womanhood of our country. In the faithful performance of this mission it shall answer the sacred purpose of its institution; and shall help the hundreds or thousands of men and women who go forth from its inspiring and friendly environments—to use the beautiful and impressive words of

President Hyde, of Bowdoin—"To be at home in all lands and all ages: to count nature a familiar acquaintance, and art an intimate friend: to gain a standard for the appreciation of other men's work and the criticism of your own: to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake, to make hosts of friends among men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and co-operate with others for common ends, to learn manners from students who are gentlemen, and form character under professors who are Christians,— this is the offer of the college for the best four years of your life."

College Training in Business Life*

A few weeks ago when I was in Raleigh, we were discussing the value of a college education to a business man. You were kind enough to ask me to put my views in writing and send them to you. Since my return to New York City my time has been very fully occupied which must be my apology for not having written to you at an earlier date.

Mr. Rockefeller was once credited with saying that he had positions open at $10,000 per year for all the men he could find—who were worth $10,000. What Mr. Rockefeller meant was that a great problem of his business was to find men of ability—men with more than average ability.

Men with average ability are to be had in multitudes—men with less than average ability are to be had literally by tens of thousands. A single advertisement will bring several hundred replies from them, and their salary is accordingly low. But supposing that the man of average ability increases his efficiency by but ten per cent. I should say at once that his business worth,—his salary would be doubled. If he would add another ten per cent to his efficiency, his salary would double again. And, as we approach the higher degree of ability, increasing possibly but by a few per cent of efficiency, we reach

*This article appeared in the News and Observer on Feb. 28, 1915, and was written by Mr. S. G. Rosenbaum, of New York City. Mr. Rosenbaum is one of the nation's men of big business, a multi-millionaire, and the employer of thousands of high-grade business men. Any word from him is worthy of thorough consideration.

the ninety-five per cent man whose salary equals that of the President of the United States.

Therefore, the problem for a young man is how to add to his ability—how to raise himself from the fifty per cent efficient class to the sixty per cent class with doubled salary. And this to my mind a college education unquestionably accomplishes—for a serious minded young man. It makes him more intelligent, gives him a better trained mind and equips him with better judgment.

I want to say frankly that in our business we look for college men. We write to the various colleges asking to be put in touch with students who are seeking a business opening. And of two equal men, one with a college education and one without, we would unquestionably give preference to the man with the higher education.

It is the custom of the critics of higher education to point out instances of young men who have accomplished but little after leaving college. Such cases as I have observed have not served as an argument against a higher education, because these young men did not get a higher education—*they merely went to college.* And it is for that reason we prefer the young men who have EARNED even a small part of their college expenses. It is evidence of a serious purpose and genuine interest. I believe that any young man of fair ability and good habits who will walk into a large business to ask for a position, and who can say, "I have earned my way through college," will be a welcome visitor. That young man will always get attention.

And it is not the diploma that counts; it is the training. If I were today starting in life, I would try to go to college, even though but for one year

or one year and a half. I believe many young men are discouraged from going to college because it is supposed to mean going for four years. Of course, four years are desirable, but two years is many times better than none.

I am sure you have observed that men who have accomplished any very considerable measure of success, and who are not college men, have almost invariably acquired the equivalent of a college education. And whether this has come as a result of their success, or was gotten as a necessity to their success, the fact remains that the equivalent of a college education is part of the equipment of the great majority of really big men—and I believe it is an absolute necessity to them. It seems to me, therefore, that the young man who is ambitious must make up his mind to secure a higher education—at college if he can, but to get it at all events if he hopes to achieve a large degree of success.

Permanent Elements of Education*

EDUCATION'S PERMANENT ELEMENTS MAKE IT WORTH WHILE

It is the permanent elements of education that justify the vast expenditure of money for it and the enlistment of hundreds of thousands of teachers in its army of workers. More than 400 colleges and universities with more than ten thousand teachers and more than 400,000 students with endowments aggregating more than a billion dollars, make up the higher educational budget of the United States. More than 18,000,000 pupils taught by more than half a million teachers receiving salaries out of the public exchequer aggregating more than $500,000,000 annually represent numerically the American people's interest in secondary education. And these expenditures in money and in human energy are increasing every year. It is because we have seen, or think we have, certain abiding elements in education that we are willing to invest men and money in it in such bewildering proportions. We have found, or think we have, that education pays well for every dollar invested in it and for every particle of neural force devoted to its acquisition. The American people sit at the feet of the pedagogue during the formative period of childhood and adolescence and far into that of early man- and woman-hood, as no other people

*An address by President Harper, delivered on many educational and academic occasions, having also appeared in several periodicals, and printed here as containing matter worthy the attention of all parents and young people.

ever have, and they do it because of the permanent elements they have seen in education.

I. PRACTICAL INFORMATION

EDUCATION SHOULD ADD TO PRACTICAL EFFICIENCY

Among these permanent elements the practical American would place foremost, practical information, knowledge equipping directly for some vocation, skill contributing to wealth production and industrial success. We have departed far from the old notion that a gentleman should have no business. The American gentleman with no business is your tramp or jail-bird. We believe that work ennobles man and consider every loafer a parasite, whether he be rich or poor. Education ought to be practical and it ought to assist in achieving material success. It always has and it always will. In insisting on the practical benefits of education, however, there is involved the danger of stunting the finer sensibilities of the soul and reducing life to materialism only. We must all make our living—that is materialistic—and that living should be the best of which we are capable—that is crass materialism, and yet I believe in it. I would include in "best," however, many things which the extreme materialist would rigorously exclude. I would not be content with muck-raking only; I would occasionally peep at the stars.

BUT ITS INSISTENCE SHOULD BE ON MAN, NOT ON PRACTICAL.

In our insistence on practical education we should put the emphasis on *education,* which is another name for man-development, rather than on *practical. Man* is the most important element in education, not *practicability.* You can never make a first-rate lawyer

out of a man God has set aside to till the soil, and the best way to make of him the most efficient farmer possible is to give him acquaintance with life in the large as well as with the practical, technical training required of the farmer. The best man is your broad, catholic, sympathetic man, and this holds true whether he be a farmer, a mechanic, or a professional man, and this type of man, the man who makes his living and at the same time lives his life, this type of man will help forward the life of every man who feels the impulse of his energy or even remotely is touched by his influence.

WE MUST NOT CONVERT OUR SCHOOLS INTO APPRENTICE SHOPS

The narrow specialist, the man who has confined himself to one thing to the exclusion of everything else, who has seen in education only practical information and in life only his own vocation—that man may make his millions, may stand at the top of his profession, but his own life will be poor in the elements that really make living worth while—poor in the things that elevate human life above mere animal existence and brings it close to God. This is not decrying success. This is not decrying material success. It is pleading for men as the master of materialism as against man enslaved to his own acquisitions. And it is a plea that needs to be made. Short-sighted educationists, mad with desire for popularity, are enunciating in catching phrases the gospel of mammon and the mammonites are saying "amen and amen." They would eliminate from our schools all but practical studies and they would introduce vocational training everywhere possible. They would convert our schools into apprentice

shops and put under the ban of disapproval every ideal save that of materialistic success. We need apprentice shops, but we need schools also. Our schools will quicken our ideals. Our apprentice shops will enable us to work out in material form these ideals. But if our schools become apprentice shops, where will our ideals be?

THE OLD COUNTRIES ARE NO SAFE CRITERION FOR AMERICA

The advocates of vocational training and practical education as the only worthy aim of our educational system do not help their case when they cite the examples of foreign countries as justifying their reform. They forget that life in those countries is cast in certain moulds, and that there is very little, if any, transference from one stratum of society to another. Sons and daughters of the nobles will be nobles and the children of artisans will follow their forebears. Not so in America, where even the humblest can aim at the highest station. In the old country there is very little need for the quickening of ideals, but in America such quickening of ideals, is the secret of our glory and the destiny of our future. Yet even in the old countries, there exist two types of education—practical for the children of the poor and the artisans, and classical for the education of the professional and higher classes. We shall likely come to some such arrangement in this country, but as between the vocational school only and the classical school only, there can be but one choice for a nation whose national greatness is dependent upon the ideals that stir the heart's blood of its every citizen.

THE REAL PRACTICALNESS WHICH WE NEED.

And yet I am willing to grant that education should give practical information, that it should give special training, that it should yield expert skill for the work of life, but not to the exclusion of those studies which really enrich life and render it worth while. We need specialization and vocational training and practical education and we will have them, but in their getting let us not forget that idealism too is a potent factor in human progress, an even more potent factor than realism, which would not be and could not be without idealism as the fuel producing its energy. Let us put our emphasis on man and life first and on specialism and making a living next and in sweet self-forgetfulness realize our best selves and live our best lives. Education animated and controlled by such a spirit cannot but yield us the best results in terms of life and in point of practical information—not the information that narrows and belittles man, but that broadens and uplifts and exalts him.

II. MENTAL POWER

MENTAL POWER ENNOBLES MAN

There can be no more inviting claim set forth for education's necessity than that it generates mental power, for it is to mental power that we must look as the source of human progress. From his eyes down no man is worth more than $1.50 a day. But he who is thoroughly developed from his eyes up may command a salary mounting up to startling proportions. Mental power—that is the difference; and that is one sort of power we have the right to expect from our educational system.

POWER AND SKILL ARE FAR DIFFERENT.

We have the right to inquire of any institution offering us its services or seeking our support what it can do in the matter of generating mental power. Does it propose to take the undeveloped human being and to make him into a man remarkable for his mental grasp? If so, it is entitled to our respect and should have our support. If it merely proposes to train him more deftly and skillfully as an animal, with little or no attention to mental power, then we should look elsewhere for education. There is a vital difference between skill and power. Skill enables us to utilize power, is the belting that transfers the power from the dynamo to the wheels and the machinery of the plant, but is powerless without the dynamo, the source of the power. We need to consider this carefully in deciding as between schools and colleges. Your special schools put the emphasis on skill; your colleges put it on power. Our normal schools train—they do not educate. They give skill—they do not give power. The normal school reviews carefully the ground covered by the grammar and high school curriculum. It adds to that methods of teaching and practice in teaching, but makes no advance in general education. Normal graduates for the first few months outshine in the class-room the college graduates, because of their skill. They are limited in power, however, and their superiority is brief and momentary. As soon as experience gives the College graduate skill, her magnificent power places her in a different class as a teacher and she far outdistances her normal trained competitors. It is power that counts, not skill, because power will express itself and skill is its handmaid.

A CASE IN POINT—PONDER IT WELL.

What has been said of teaching applies equally well to every other vocation. The other day I read the curriculum of a far-famed technical school—a curriculum that was designed to produce civil and electrical engineers. It had the smell of the shop. I could see almost nothing in it but machinery and the whirr of the wheels was almost audible as I read. Three courses in English, one in Political Economy, two in German or French, with technical mathematics and applied science and shop work—that was the curriculum offered as constituting an education, with no History and no Philosophy and no acquaintance with the great literatures of the world and no real knowledge in the liberalizing sense of either English, Mathematics, or Natural or Social Science. Those who are thus "educated" may repair railroads and operate machinery, but they will never tunnel under the Hudson nor construct the Panama Canal nor invent any contrivance for the uplift of man. Your great engineers are they who have been thoroughly educated before their special training began, whose special training has been the belting and shafting by which their previously generated mental power and acumen were applied to the practical problems of their profession.

NARROW MEN ALWAYS RUN IN RUTS

These principles apply to the farmer, to the business man, to the mechanic, to the minister, to the physician, to the lawyer, to every type of man. The narrow man must necessarily work in grooves. He is not broad enough to avoid the ruts. He is powerless to strike out along new lines, because he is limit-

ed in horizon, deficient in vision, and devoid of ideals. What does he know of England who only England knows? What does he know of medicine who only medicine knows? Such narrowness yields skill, but not power, and power makes the wheels of life go and keeps them from moving always in the same way.

THE COLLEGE COURSE GENERATES MENTAL POWER GENEROUSLY.

The college course, following the proper sort of preparatory education, is able to develop this needful mental power. It enlarges the vision, quickens the ideals, strengthens every mental faculty—and these are the main-springs of power in the mental realm. The college curriculum interprets the past, lays bare the present, and unfolds the future, thus laying a solid foundation for the understanding of life and the cultivation of judgment. In History the student sees the passions of men at play under all circumstances. He is thus enabled to weigh the problems of life in a sure balance, and he who knows his History will not be easily lured into hurtful schemes of wild-cat reform. Language and literature enlarge his life by revealing to him the aims, ambitions, and ideals of every conceivable type of man. His sympathies are thus quickened and he is better able to help his fellows to the light, basing his helpfulness on the enlarged experience in living offered all who ramble widely in literature's paradise of charm. Social Science gives him insight into the institutional life of man and qualifies him to understand the intricate problems of government and society. Natural Science will show him nature and nature's God, and through this knowledge he will be prepared to turn natural forces into helpful chan-

nels of human uplift. Mathematics will not only teach him pains-taking exactness in thinking, but will encourage him to expect definite results from definite forces in composition. The man who knows his higher mathematics—his calculus and his conic sections—will be no easy prey to schemers and charlatans with pet theories of great deliverance to man through insignificant social alterations. And Philosophy, in which should be included ethics and Bible study, will bring him face to face with men's highest hopes and holiest aspirations, and no man who has felt his soul stir in the presence of these transcendent problems with their attendant hopes can be other than a new man for his experience. The man who has covered the gamut of life—past, present, future —as it is revealed in the college curriculum, becomes a man of power, of mental power. We may not be able to ferret out the physics or the chemistry or the biology of it, but we know that it is ever so. One day perhaps we shall understand the process of it, but such understanding is no more necessary to its acquisition and enjoyment than understanding of the manner of conversion is to the enjoyment of the Christian life. We know the college course gives this power and we know this power is necessary to the individual who is to lead the world to redemption, and we who are wise will never rest till we have it or till those dependent upon us for their outlook on life through our efforts have had it or have had opportunity to have it.

III. PROCESSES OF WORK

EDUCATION CULTIVATES PROPER HABITS OF WORK AND THOUGHT

If College did no more for a man than cultivate

correct habits of work and thought, it would on that score only be entitled to every man's respect and support. The regular recurrence of college duties may be inconvenient at times, but so are the duties of the work-a-day world. The punctual performance of these duties will tell wonderfully in after years, when the stress and the storm of life's obligations gather thick and fast about us. Every college man has in his vocational duties after graduation had occasion to feel grateful to the routine exacted by the rules and regulations of his college days. He may have found them interfering with his pleasures and desires at times and he may have yielded a half-hearted obedience, when he was under obligation to attend class rather than witness a great athletic contest in a near-by city, but in his maturer years when the self-discipline thus achieved has brought him the needful resolution for sticking to his duties in the face of discouragment or inviting pleasure, his mind will revert to the old scenes and gratitude will well up within him for lasting benefits received.

AND CULTIVATES THE WILL—THE REAL SOVEREIGN.

But it may be objected that such discipline can be had in a store or a factory or the army. In a sense this is true, but with a vital difference. In a store or a factory or the army, the duties are prescribed and the "boss" under whatever title enforces strict adherence thereto or discharges the refractory employee. There is not much opportunity for the display of the will power in making a choice between duties that may be neglected and pleasures that bid for indulgence. No such seminary for the development of the will has ever been devised as the small college, where parental care is showered over all and

where duties and pleasures involving the will's cultivation and development are plenteously supplied. To this benign opportunity for strengthening the will through exercise the vocations of daily life can offer no parallel.

AND GIVES MAN THE KEYS TO THE STORE-HOUSE OF KNOWLEDGE.

But far more valuable than the inculcation of correct habits of work and thought is the acquaintance the college course gives with the field of universal knowledge and the proceses of attacking the problems that demand solution at our hands. It is not required that a man shall remember all he learns during his College days in order to profit by his study. He may forget all the Latin and Greek he ever knew and not be able to demonstrate a single proposition in geometry nor perform a single experiment in science. He may not be able to recall the facts of history nor the schools of philosophy, and yet have in the mastery of these items of forgotten lore acquired such insight into the methods of attacking difficult problems that he is qualified for leadership in the affairs of life, and where other men falter and ultimately go down in the fierce onslaught, he calmly and serenely and self-confidently because of his rare insight into the process of grappling with difficult situations goes on to rich and satisfying achievement. Let the College man who shrinks from the tangled maze of his daily allotment of Greek and Latin or higher mathematics content himself with the sweet thought that in their mastery he is destined to discover the golden threads of the most effective processes of work—a discovery that shall give him a tremendous lead in the race of life. And

further let him consider that his wide acquaintance with truth as the college course opens it up to him will stand him in good stead in coming days and enable him with little effort to keep himself informed or to inform himself as to any matter involving expert skill in investigation. The training of the will through manifold moral decisions, the inculcation of correct habits of work and thought, the insight into the effective processes of grappling with difficult situations, and the possession of a wide range of knowledge connected with the ability to investigate for himself any particular realm of it—these are priceless boons of college education and happy is the man who fortunately is possessed of them.

IV. GENERAL CULTURE

I SAID CULTURE, NOT POLISH.

Note that I did not say *polish,* but *culture.* Polish is put on from the outside. It is a veneer and its thinness is easily discernible by all. But culture is from within out. It does not come off because it is not put on. There are schools which essay to teach culture. They really teach polish—what might perhaps be dubbed culturine—and their product is distasteful to all who really know what true culture is. The graduates of such schools know the latest styles of dress and the names of the newest indigestible viands and the tricks of entertaining and are past masters in idleness and frivolity. They are experts at playing bridge, but veriest ignoramuses at playing Bridget. If they are possessed of culture, the less we have of it the better.

THE REAL CULTURE OF THE EDUCATED MAN.

The culture for which I plead is that which Matthew Arnold described as acquaintance with the best that has been thought, said, and done in man's history. Such acquaintance gives dignity, gives charm, gives worth to its possessor. Such a person is refined, genuinely refined, because his refinement is the outcropping of his soul and not the habiliment of a groom. He is cultured, genuinely cultured, because high thinking always takes practical form in culture that cannot fail—a culture as high above that which comes of fashionable living as a real man is above his pampered horse or a real woman is above her fondled poodle. The man or woman of culture is at home in the kitchen or the workshop, in the parlor, in society, in educated circles, among the unlearned, amid wealth or poverty, everywhere or anywhere and at any time. His culture does not puff him up, but makes him the servant of all his fellows, and wherever there is a human need to be satisfied he has found his friend and neighbor. Such culture comes unconsciously, as a by-product. It comes without being sought for, but when it has come, what a richness, what a joy, what a halo of glory it lends the life of its possessor and of every one with whom he comes in contact! And nothing else can yield it so sweetly as the college course.

V. CHRISTIAN CHARACTER

BUT CHRISTIAN CHARACTER IS EDUCATION'S HIGHEST CONTRIBUTION TO LIFE.

But the crowning contribution of education to life-equipment is Christian character. Nothing else can take its place. And the education which fails

in this respect has failed beyond redemption. It becomes the enemy of progress and should be cast into outer darkness. A man without character, without Christian character, is a danger to our civilization, and the better he is educated the greater menace he becomes to our free institutions. We want education, and we will have it; but we want education based on Christian character even more, and we are determined to have it. We will not permit any maudlin sentimentality in regard to the necessity of free-thought to rob us of the most vital element in any education—character and the God that makes character possible. We believe in the right of every individual to choose his own religious faith, but we also believe that the educational system should make it easy, not hard, for him to have a faith at all. Freedom of thought is not synonymous with skepticism and infidelity and if it is, we will have no more freedom of thought. The American people have issued their ultimatum to this fetish of a deluded age. They have said to it: "you shall not crucify the most priceless possession of life, Christian character, on your cross of free-thought. Christian character has been our nation's bulwark in all our generations. It has brought us to leadership in national and private life. It has been our pillar of cloud by day and our pillar of fire by night. It is to us evidence that the God of our fathers is with us yet, and you shall not sacrifice this glorious heritage on your altar of free-thought. If your education cannot give us as its crowning work the sweet fruitage and exquisite charm of Christian character, then we will dwell with the Lord in the tents of the untutored and the unlearned!" So say the American people and from this pronouncement they will never recede.

Religion or Irreligion*

There is no midway ground. Education must be had where religion is emphasized or irreligion. It has come to such a pass in the public school system of many of our States, that the Christian Bible cannot in them be read or commented upon. This, however, is not so bad, since our children spend the out-of-school hours in our homes and can be directed rightly respecting the vital concerns of life by religious parents. But not so when they go to college or preparatory or special schools away from home. Then the fatal effects of irreligion in the school are immediately felt, for there are no restraining, corrective home influences to counteract the free-thought and license of the schoolroom and lecture hall. Parents must choose an institution vitalized by a religious atmosphere or one laden with deadly, character-sapping irreligion. Between the horns of this dilemma there is no middle course.

* A paragraph from President Harper's recent book, The Making of Men.

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AUGUST, 1915

BULLETIN
OF
ELON COLLEGE

ELON COLLEGE, N. C.

OPENING NUMBER

BULLETIN ISSUED QUARTERLY

Admitted as Second-class Mail Matter under Act of July 16th, 1894



Guide Us Dear Mother To Our Fate

O Alma Mater, Grand And Great,

Praises, Elon, Unto Thee*



OUD praises ever be,
Dear Elon, unto to thee—
Our dear E. C.
Fair daughters every one,
Thy stalwart, noble sons,
Praise for thy victories won,
Praise, Praise to thee!

Mother of mighty souls,
Thee would our tongues extol.
Our hearts are thine.
We love thy time-worn walls;
We love thy sacred halls;
On us thy spirit falls
With touch divine.

Father of spirits free,
Bless thou our dear E. C.
With thy rich grace.
Keep all her children true;
Make strong to dare and do,
Bring them life's battles through,
To see thy face.

*Composed by Dr. A. B. Kendall, Burlington, N. C.; set to the tune of America, and sung at Elon Celebration of American Christian Convention, Springfield, Ohio, Fall of 1914.

Dear Elon*



HOU tender mother, who has led
through devious ways
My wayward footsteps, now I give
praise.
May thy glory ever spread abroad
from shore to shore,
And thy sons and daughters laud thee evermore.

CHORUS:

Elon, dear Elon, brightest gem on memory's page;
Elon, fair Elon, glorious are thy ways.

Thou long hast guided men to kingship pure and true;
And thou still givest visions vast and new.
Wilt thou ever lead me, guide my steps through
storm and sun,
In the ways of duty, till life's work is done.

CHORUS:

Elon, dear Elon, gentle guide of all my youth,
Elon, fair Elon, guide me into truth.

And may the glory and the lustre of thy name
Lead many others to this shrine of fame,
And may love untarnished, e'er be rendered unto
thee,
Thou dear Alma Mater of the great and free.

CHORUS:

Elon, dear Elon, I would kneel at thy pure shrine;
Elon, fair Elon, be the glory thine.

*Composed by Dr. T. C. Amick and to be sung to the tune of Juanita.



Campus View From Depot---Early Spring



Miss D. Jean Demuth, B. Mus.
Elon's New Director of Music

'Tis education forms the common mind;
Just as the twig is bent the tree's inclined.
—Alexander Pope.

The old conception of education, as presented in a recent address by Rev. W. W. Landrum, D. D., of Louisville, was fourfold. To lengthen life by bringing into it the knowledge of other times; to widen the world beyond and below one's horizon; to give entrance into that intellectual aristocracy which dominates the day; and to deepen one's pleasure in the finer things of life. The newer and better idea, however while not overlooking anything that its valuable in the older conception yet rises above it and crowns it for its greater career. The better idea in education centers in salvation—the salvation of the whole man, salvation from the inferior as well as from the wicked, salvation to the highest and widest usefulness one can attain, the salvation of society through the individual, the salvation of the individual and the race in heaven at last. This is indeed an ideal worth striving for and toward which we do well to struggle.

"What greater or better gift can we offer the Republic than to teach and instruct our youth?"
—Cicero

"Procrastination is the thief of time."—Young

The Habit of Doing Without

By REV. W. F. McCAULEY, Lit. D.

There are habits formed that are
hard to break;
For their bands are green and
stout;
But I have a habit I choose to
keep—
The habit of doing without.

It costs me nothing, but wins me
gold,
And is handy to have about;
For whatever I cannot well af-
ford
I can always do without!

There are some who whine for
the joys they lack;
But I raise a ringing shout
Over what I haven't, for it be-
longs
To the things that I do without.

Many long for fame, and are
pained to lose
The praise of the motley rout,
But these don't trouble a mortal
whit
The man who can do without.

There are costly tastes that are
hard to please
But I their pleasures flout,
For sweet content is a richer find
In the realm of Do Without.

The epicure may whine and dine.
And may nourish cramps and
gout;
But the combination charms me
not,
And I'd rather do without.

Do not pamper self, or a long
regret
Will scourge like a Russian
knout;
Better make a list of the luxu-
ries—
And then learn to do without.

If you see a prize that you can-
not gain,
Quickly turn your face about,
For there follows close the secret
power
To be happy and do without.

Then do not lament for the things
you've not—
It will do no good to pout,
But be doubly thankful for what
you have
And for courage to do without.

It's a rare old gift to control one's
self
And be free beyond all doubt;
So the habit to form and not to
break
Is the habit of doing without.

Wilmington, O.

You can afford to do without many things in order to get to go to College.

After the Day's Work

BY MAX EHRMANN

After the day's work, in the quiet night, sit carefree, relaxed and silent. With the silver threads of memory and the gold threads of hope weave a fabric of wholesome dreams. If you are old, perhaps you will tell yourself the story of by-gone happy times with friends—maybe with some one you loved. You may recall the nights with the big stars and the gold burnished moon, and the wonder that it was to be young. With gentle hands memory will soften the picture, and the delights of other years will live in you again.

If you are young, you will paint a picture of the dream of hope. Hope is the helmsman of the phantom ship of life. It sings as the sirens sang. Hope is a whisper in a waking dream, a spirit hand that beckons, a voice that says "Come." Like love, it is the sunlight of the soul, the rose of the springtime of the world within. Hope says to fancy, "Show me the heights that I shall climb hereafter; and light up, if but for a moment, the chambers of my future palace."

If you are young, you will paint a picture of the dream of hope. And as you sit in the quiet night, you will be the thing you crave to be, sail the seas you yearn to sail, and know the love your heart would know. And on the morrow, when you build in the world of contending men, you may make a thing that is real of the picture of your dream. Therefore, that you may rest and hear the luring whispers of hope, coming like distant music, in the quiet night sit care free, relaxed and silent.

☞And Decide to Go to College.

F-O-R-E-W-O-R-D

The spirit of Elon is somewhere in these pages, lurking in the discussions of great topics, but no one sentence, paragraph, or article can be said to enshrine it. Like life itself this Spirit, beautiful, tender, pervasive, cannot be adequately described or portrayed. Read and the Spirit will reveal itself.

We send these pages on to you with the hope that you may enjoy this Spirit and wish to live where it dwells—ever on the green hill here, so sacred, so loved, with its splendid trees, God-planted, in the heart of the Old North State, even at Elon, as one of the four hundred future leaders in home, nation and church, who will fore-gather on September first from many states and distant climes to this portion of God's country.

"Where the weak grow strong and the strong grow great."

Life and Aspiration*

College education a means, not an end

The day of your graduation is at hand. Your College career is run and its record written. You have achieved a worthy aim and upon this distinction I most heartily felicitate you. But I would remind you in this hour of your victory and achievement that College education is not an attainment, not an end in itself, but the means to other and nobler ends. And I would commend to you the way of the aspiring life—not the life of ambition, which is the life of self-heed personified, but life of service, which takes into account the rights of fellowman and the obligations to serve him, based on a firm belief in the creed of human progress. I am aware that many who at the glad Commencement season as it annually returns receive their degrees from our colleges seem surfeited with their accomplishment and forwith enter upon a career of slothful ease and dullard inactivity. Their brightest day is their graduation day. Henceforth they decrease, the light of their life going out in the darkness of squandered opportunity. Pity that any one who has been so fortunate as to receive the boon of a College education should so mistake its real meaning and fail to appreciate its obligation. The College graduate has received much. He has much. Of him rightfully much is expected. His hope is in the sentiment

*Baccalaureate address given at the recent Commencement by President Harper.

expressed by Paul in the letter to the Philippians: "not as though I had already attained . . . I press toward the mark for the prize," which sentiment embodies the essence of the aspiring life. Happy is that member of the class of 1915 who has received that unction for life's labors as the result of his four years of splendid opportunity in the pursuit of the intellecutal life!

WE HAVE NO NEED FOR ARRESTED DEVELOPMENT

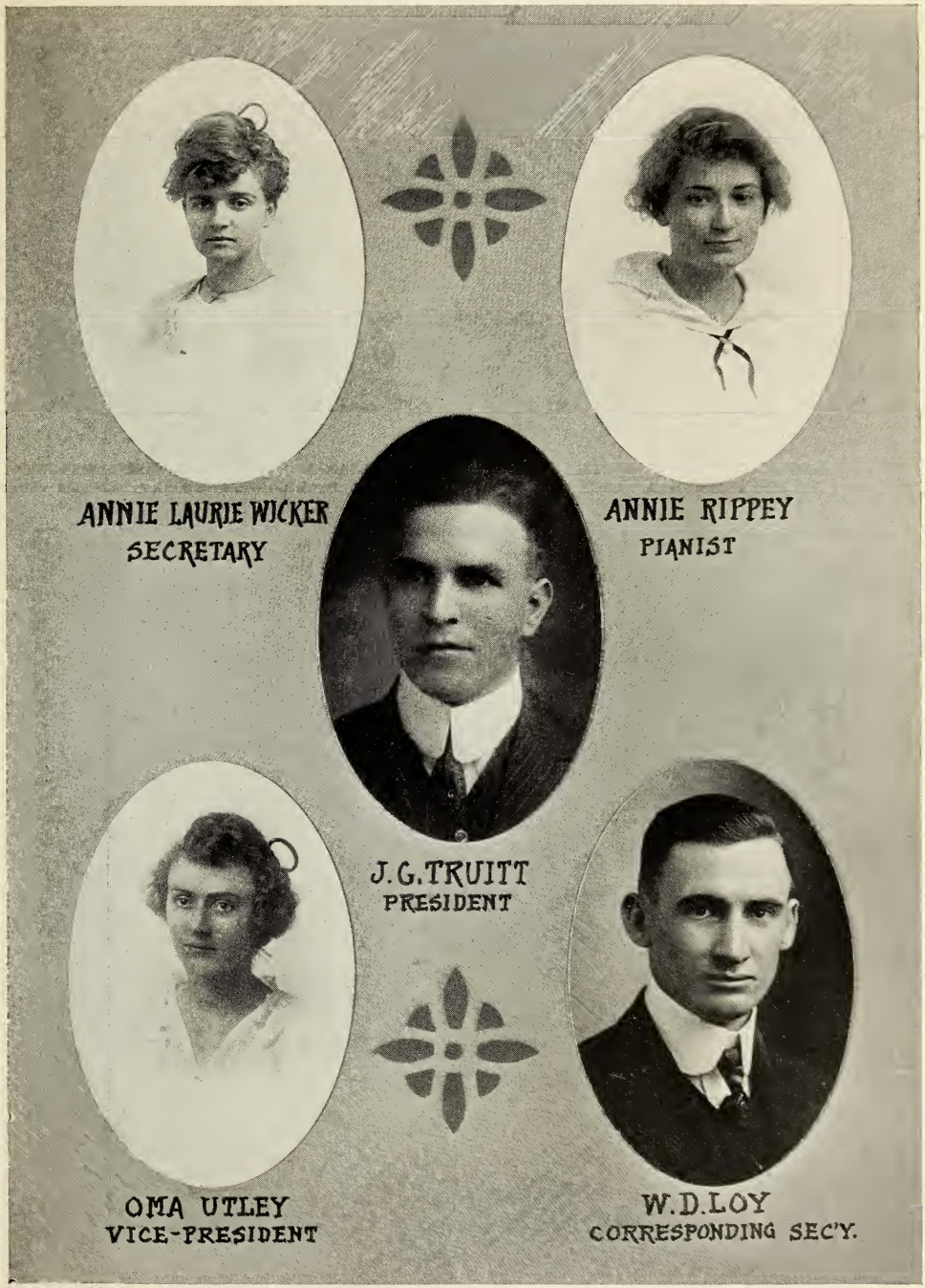
The world is full of diminutive men and women—Tom Thumbs and their wives, as it were. Tom Thumb was a man; that is to say, every organ was there, every muscle, every brain cell that is in the normal man. Why was he then such a pigmy? It was a case of arrested development. Life is full of such tragedy, not only in the physical realm, but in every realm, full of men and women, created in the image of God, endowed with limitless possibilities, but whose development has been arrested. Sad is the picture. In my imagniation I see before me a bevy of 10,000 bright, sweet, buoyant boys and girls just entering the public schools. If every one of them lives to ripe old age, only one will achieve anything worth while. Such is the record of statistics, for out of the 100,000,000 men who have died in our country without College education, according to Appleton's Cyclopædia of Biography, only about 10,000 have won a place of distinction in the archives of our nation's greatness. What has become of the 9,999? They had a chance, and missed it. The same authority gives 200,000 as the number of College graduates who have lived and died during our American history. Of these slightly more than 5,000 have won the title to greatness, or one in forty—a splendid

showing this for the efficacy of College education, raising a man's chances of permanent value to the race from one in ten thousand to one in forty, but not as bright as it ought to be and can be. There is no reason why any College graduate should not leave a worthy contribution to the world as gratitude for the favor he has received in his education except his own lack of vision. There is no reason why any Elon graduate should have inscribed on the marble slab that shall mark the final resting place of this bodily frame these ominous words: "Arrested Development. Suspended Animation," provided each graduate shall appreciate the strategic advantage his fortunate circumstances have conferred upon him and will employ in his daily vocation and realm of service the same splendid qualities which yielded him the much-coveted diploma, realizing at the same time the limitless possibilities of growth and development a beneficent Father has opened up to every man. No College man should fail who has embraced the gospel of the aspiring life—the life of service and of growth, conditioned only by the wondrous progress of which man is capable.

WHAT POSSIBILITIES CHALLENGE US

Let us consider briefly the marvelous sweep of man's possibilities of advancement! The mere fact that God created him only a little lower than Himself is itself evidence of the splendid labyrinth of achievement before him. But aside from that pronouncement of the sacred poet, have we not other evidence pointing in the same direction? Assuredly we have. The ready yield of the earth, in superabounding abundance, to the touch of man opens up itself a wide vista for contemplation. Sup-

pose the conditions of making a living were hard. Suppose God had made the earth so unresponsive to human ingenuity that all our working hours must be conserved in eking out a bare material existence. Our life must needs then be poor indeed. But it is far otherwise. With slight effort the earth pours forth her bounty, yielding us not only subsistence, but wealth in most prodigal fashion. We Americans think we have exacted from nature her full effulgence. We are inclined to think we have about reached the limit in wealth production. But we have not. We have only begun. Agricultural experts assure us that our present methods of farming, modern as they are, do not utilize more than fifteen per cent. of the possibilities of our soil. Surely the man on the farm has room for development and for making the conditions of life easier and more wholesome. In intellect we find even greater room for growth. Anatomists assure us that there are 30,000 cells in every normal brain. These cells are man's mental storage batteries, wherein we lay up our mental acquisitions. Yet the postmortem examination on the brains of the greatest geniuses has revealed the use of barely 300 of these cells. Hardly one per cent. of man's intellectual possibility utilized! What limitless possibilities await us intellectually! In spiritual matters we are denied statistical evidence. Consultaton with some of the greatest religious leaders in our present-day life has failed to yield even a hazard of opinion as to the per cent. of spiritual development that man is capable of and as to the waste of spiritual power under present conditions. I am persuaded that not even one-tenth of one per cent. of the spiritual energy of mankind is now utilized. We must somehow find the proper method of conserving



Christian Endeavor Cabinet



Y. M. C. A. Cabinet



Y. W. C. A. Cabinet



Student Volunteers For the Foreign Mission Field

this waste and of awakening the dormant spiritual possibilities of the race. Surely we have not attained! Surely the work is not all done! Surely mankind needs us to assist in the realization of its wonderous, its limitless opportunities of development. We must not be staggered by the heighth to which we may ascend. We must embrace the gospel of progress and of aspiration and so go forward in human achievement and growth.

ASPIRATION MEANS GROWTH

But how do we grow? Growth is development; it is organic development; it is possible only through life. We need an x-ray for human progress that will give us a picture of conditions as accurate as that given us of physical things by the Roentgen invention. In the absence of that we might risk a diagnosis based on experience, after all the surest schoolmaster of human progress. Experience lays down as the first law of growth, the idea of going, of moving, The minute we halt, we begin to decay. Life is an ocean, not a pool. No stagnation is possible in growing men, no putrefication can fasten its clutches on them. My first injunction then to the man desirous of growing is to "go." But growth is a moral thing in man, and therefore our going must be "right." We must never yield to temptation to take unfair advantage or do an unholy deed. We must "go right." Men of large promise have come to premature graves and won the deserved anathemas of their fellows, not because they lacked the element of "go," but because they were going in the wrong direction. Better die in your tracks from sheer inactivity, than to go wrong. Better rot in righteousness at the foot of the ladder than reaching the topmost rung to smell

sweet at the expense of principle and right. To grow then, "go right." A third ingredient of growth is "on-ness," that is to say, the tendency to know no opposition to your going right. Dave Crickett summed it up in his homely proverb, "Be sure you are right, and then go ahead." When you are going right, you will be sure to encounter opposition. Bad men will endeavor to impede you. Cautious friends, with less clarified vision, will suggest that the expedient thing will yield the safest return. You can afford neither to be dismayed by the one nor sidetracked by the other. You must "go right on," regardless of consequences. Add to these the idea of "working," of "going right on" in busy activity for some specific end and you have the acrostic from "grow" that will undoubtedly yield you the inevitable growth and so the inevitable service to your day and generation. Let us then learn how to spell grow in terms of life and progress. G, go; r, right; o, on; w, working—"go right on working," that is to grow, that is to develop, that is to achieve.

AND THE GROWTH MUST BE PROPORTIONATE

But may I also suggest that growth must be proportionate? We don't want one-eyed, lop-sided folks. We want proportionate, symmetrical development—men of broad sympathy and large outlook on life, not narrow, stunted, disproportianate creatures stalking around on two legs and having to tell us they are men in order not to be taken for visitants from some other planet. Life is continuous, and it is whole. Every faculty needs growth and every faculty for the purposes of life is equally valuable—no one can be neglected and the real man remain. Athletes know what danger there is in dis-

proportionate exercise of any one organ. Sprinters always have enlarged hearts, and rarely reach mature life. The gymnasium, with its attention to the symmetrical development of the whole physical man in proper proportion, not the single sport on the athletic field, is the salvation of the physical man. It is equally so in the mental realm. The true educational system will not train the memory at the expense of thinking nor the will at the expense of the imagination. The mind is one, just as the body is one, and is no stronger than its weakest point. Charles Darwin lost his appreciation of poetry through too ardous application to scientific research. We might have been saved all that awful carnage between science and religion precipitated by his one-sided contribution to science, if he had been a man of normal tastes and outlook. Darwin told us of the "Descent of Man." A normal investigator would have inspired us with the "Ascent of Man," using the same facts. We want not mental monstrosities nor freaks, but men of balance and poise in the intellectual realm. And in spiritual matters there is an even greater necessity for symmetery, for the beauty of holiness, which might just as well be spelled "wholeness," since that is what it is, no holiness being possible without wholeness. Religion, the noblest art of life, that which relates to us to Heaven and brings us into fellowship with God, religion has become often times a hissing and a by-word because of disproportionate development in the lives of unsymmetrical men. The fanatics, the false prophets, the fools that have brought disrepute on religion! God pity them! Religion has suffered more at he hands of her would-be-devotees than any other science or art can possibly suffer—religion, which has the

power when proportionate to transform pigmies into giants, to life the meanest men into the society of angels, to make them into angels, pity that so noble, so heavenly an art should ever be debased by zealots and enthusiasts without proportion, knowledge, or common sense into a stench in the nostrils of right-thinking persons! But let us not lose hope. Remember we have not yet attained, but that we press forward, that we aspire, and that it is our privilege not only to grow but to grow proportionately and to labor for symmetrical development in religion as in every other department of our human endeavor.

AND CHARACTERIZED BY OPTIMISM

Optimism, too, must characterize the aspiring life. If Helen Keller, without sight and without hearing, can write a book on optimism, no man has the right to be pessimistic. Pessimism and aspiration are the antithesis of each other. Aspiration and optimism are twin-sisters; optimism within means aspiration without. Pessimism within means failure without. No pessimist ever did or ever will or ever can add any permanent thing to human achievement. He sees the cloud, but knows not of the silver lining. The flood overwhelms him, but to him the rainbow in the sky has no meaning, if he has ever seen it. Snow is an inconvenience impeding his travel, never a beneficent fertilizer suggestive of enlarged harvests and happy hearts. Sorrow has no ray of hope. As for the pessimist his days are days of sorrow and full of trouble. He thinks of the night time during the day, and when the night time has come, to him there are no stars to brighten its dismal gloom. Pity the pessimist! To him life consists of food and clothing, and his food doesn't agree with him, and

his clothes never fit. Poor fellow, he can't aspire. He can't grow. He must fret and complain and finally go out into eternity having brought no joy to any one and having been his own worst enemy. But with the optimist how different! "Yes, it is raining today, but tomorrow or next day the sun will shine. You know we have six days of sunshine for every one of shadow, and the crops need rain and we need water. Really I like rain." "Sad today! Yes, I have just passed through a great sorrow. A loved one is gone, and my business venture did not pan out so well as I had expected. But I am not discouraged. I have learned that sadness and sorrow are just frozen joy—that is all, and soon they will melt and the water of life will sparkle in their place. Oh, no; I never get discouraged. I have my dark days, 'tis true. Things look ominous some times, but I regard discouragement as an epic poem freighted with wholesome encouragement and set to music, such heavenly music too, now that I have learned to appreciate it." How the heart rejoices in the presence of the genuine optimist! Helen Keller is worth more to the aspiring manhood of our day than 100,000,000 pessimists. A man owes it to himself to look on the bright side of things, to cultivate the spirit of optimism, for it is the only sure road of approach to progress. There can be no aspiration without it.

AND SANCTIFIED BY SELF-SACRIFICE

Growth, proportion, optimism, splendid qualities these, but the brightest life needs another element—the element of sacrifice. I know it is not popular these days to talk about sacrifice, especially to modern day College men and women, in this day when the elective system in the curriculum, based on the philosophy of

Epicurus, is so rife. There are higher interests in life I would remind you than pleasure and happiness. The College man who chooses his studies just because they give him pleasure is a materialistic Epicurean and the sooner we call him so the better it will be for him. Pleasures and happiness are goods, but there are higher goods and oftentimes our highest good cuts directly across the thing our weaker nature would have us yield to or embrace. We must make room in our philosophy of life for sacrifice, even for self-sacrifice. This is just another way of saying that we must pay the price for our ideals. Nothing can be had without its price, without its sacrifice. An evening in the theater or around the gaming table exacts its price. We gain it by the sacrifice of something else. A literary career is purchasable only by the subordination of other interests, which subordination is but another name for sacrifice. If we desire our College course to yield us the solidest returns we must pay the price of the intellectual life in the coin of that realm. We must deny ourselves, take up our cross, and follow in the path that leads up Perservance Hill and over Mount Difficulty, refusing to loiter by the springs and in the meadows by the way where things are pleasanter, but not so profitable. The intellectual life is achievable only through sacrifice. Equally so is it in life, the busy life of everyday. We will be called upon to make sacrifice of many desirable things, if we expect to do work worth while and that shall endure. We cannot hope to do everything. We must sacrifice some things. We must pay the price. Let us consider the Master's career. He pleased not Himself. He went about doing good. His meat and His drink were to do the will of Him Who had sent Him. He gave Himself, His very

life, in loving sacrifice for His fellows. The world will not forget that life. It cannot. He is become the life of the world because He gave His life for the world. In just the same proportion that we lose our life for our fellows, in just the same proportion that we sacrifice self on the altar of human service, in just the same proportion that we surrender ourselves wholly to the leading of the Spirit, shall we too come into the realm of blessed service to our day and be enabled to contribute to the progress and uplift of man. Sacrifice—that is the thought! Self-sacrifice, that is the true standard of value, the pure gold, of that life that aspires to devote itself to humanity and to God.

SO AFFORDING ANCHORAGE TO THE ARGOSIES OF HOPE AND THE CONVOYS OF ASPIRATION

May I encourage you who are so soon to enter upon the sea of practical life-commerce to consider long and well the elements that enter into that aspiration which should characterize every normal man? I do not bid you be ambitious. Ambition is of the devil. No man should be complimented to be described as an ambitious man. But I do bid you to be aspiring. I do bid and most earnestly beseech you to grow, to be proportionate in your devlopment and symmetrical in your sympathy, to look out on life from the viewpoint of optimism, and to embrace with a zealot's fervor and a martyr's devotion the vital principle of self-sacrifice. With these four worthy principles constituting your life's creed, go forth, go forth assured of victory, go forth knowing your life shall be a blessing to your fellows, because you yourself will be a blessing to all you meet and to thousands you shall never meet, but who shall be touched for higher things

by those you have touched, quickened into newness of life, inspired for noble service because you dared aspire, because you gave joyous anchorage in the harbor of your life to the "argosies of hope and the convoys of aspiration."



The Student Ministerial Band—Future Leaders of All the Churches



The Dramatics—"After the Event"

When the Girlie Goes to College*

Girls are not sent away to schools these days; they GO *away."*

You have often heard it said that a woman without a child can tell you better how to rear one than a mother of six can. Whether or not this is the reason that the leader has asked me to tell you in four minutes what I should tell a daughter of mine going to college I do not know.

Anyway the first thing I should do would be to try to impress upon her mind what a college education means, a method, a force through which she will be in the fullest and not consider it of slight consequence, a mere incident, or accident. The college will be a means, a method of force through which she will be given a vision of the possibilities that lie within her. It will open the windows of her soul and the air of human life will sweep in to make her a sturdy and fine character if she arises to her opprotunity. Then too, I would have her look beyond the college walls. A college education is not the all, the be-all and end-all of life, but always a *means* for a larger vision, a method for better service and a force for greater power. All this I would tell her.

I should tell her also to remember home; that we were sending her to college in order that she might be prepared to live at home; that I desired her to become wise and large-minded in order that she might

*Read by Mrs. W. A. Harper, Ph. B., at The Mothers' Conference of the Virginia Beach Chautauqua.

bring a new strength and an earnest appreciation into the home which shall be loyal, rich and fine; that she was to become great in heart and strong in will in order to bring into the home a gentleness, which is sympathetic, loving, and true.

Then I should lay a great deal of stress on the value of the girlie's health. Physical soundness gives great aid in getting hold of and holding sound views of life. Life is a mirror. One smiles into it and it smiles back. One frowns and it frowns. If one is sick, all life is sick. What ails you ails most folks in this world. Now all life is not well, sound and vigorous, but if you yourself are, you can help to transmute that vigor and life into someone else. If we would only open the doors and windows of our hearts and souls in the presence of a strong, vigorous, happy person we would just as surely catch that disease as we would smallpox from one infected with that disease.

At the age of 32 Robert Browning fell in love with Elizabeth Barrett. At the same period his headaches began. Up to that time he had been free from such symptoms. The relation between the head and heart may be close. The College girl should keep herself free from sufferings and incapacities. She should not be plagued by headaches, heartaches, nervousness, and indigestion. I would caution her to be careful, very careful, of her health.

I would in this motherly heart-to-heart talk say to her : "I want to say to you, my daughter, as you go away from home, get the very best for yourself from college. That may sound a little selfish, but wait a bit and let me emphasize *for yourself*. For do you know what may be good for one may not be good for another? Try to find in the college the supplies for your dire and direct wants. No gardener

tries to raise cabbages from cucumber seed. We might wish you had more and better stuff in you, but you are what you are and education must educate that individual and that individuality which nature out of all her material made you. In getting the best for yourself, let one element of that best be appreciation. In other words, a love for the best. I want you to know what is best. I want you, then, to love this best and then want you to make this best a part of yourself. Now you will find your teachers in college like teachers in schools everywhere and like all other folks, having a great variety of abilities. Perhaps you will have the idea that each professor is pretty near perfection. Well, go on thinking so until you have to think otherwise. But you will soon find they are a bit nearer perfection in some lines than others. What I want you to do is this, take each at his best and think as little as possible about his *not best.*

"I want you to have an appreciation of the best books. Books have been so common a part of your furniture and your home, you may not know that some books are good, some better and some best. What I want you to do is to be able to know the best books and make them a part of your life.

"I would like to say the same about music. Hear the best music. Also about art. Study the best pictures and paintings. By studying the best in nature and in art, you will know the best. By knowing the best, you will love the best. By knowing and loving the best, you will become a part of the best.

"Apply this same rule in forming your friendships. Do you know the way for getting the very best friendships? Of course you do. It is to give the best of yourself. And do you know the surest way of giving

the best of yourself? Of course you do. It is to find the best in the other girl. She has her best and not best just as you. Find her best and help make it better. By so doing you will find yourself lifted, enlarged and inspired and the best of friendships formed.

"I want to say one thing more. It is perhaps the most important of all. Get the best and most out of your religion. The relation one bears to the Supreme Being is the most important. Many people do not get much out of their religion and certainly religion can not get much out of them. Emerson says somewhere that every man must pray. The mood of prayer and the act of prayer belong to the devout soul. Keep up your Church life. If the Church is poor and the preaching uninteresting make the service of the Church worship, even if you cannot make it instruction and inspiration. Many girls and boys think they have to study on Sunday. It is very foolish. Use Sunday for a time of interpretation, reflection and inspiration. Make each day, too, like George Herbert's Sunday, 'The bridal of the earth and sky.' If you will follow these simple principles, your own intuitive good judgment will make of you the real woman of your mother's aspirations and prayers."

Excerpts From the President's Annual Report

Twenty-Five Years of Elon History— A Splendid Pageant of Growth

This Commencement rounds out the first quarter century of Elon history. When we look back over the past and consider the blessing of God, leading to the loyal devotion of our constituency and the general esteem of the public at large, it seems to me we have every reason to be grateful and to push forward.

A RETROSPECT AND CONTRAST

It might not be out of place to state that the first year the catalogue contained 24 pages, that during that year seven teachers were employed, 106 students were enrolled, and that the equipment consisted of the Administration Building and the East Dormitory, neither of which was completed. After 25 years, the record stands as follows: pages in catalogue, 202; teachers, 24, with two additional non-resident lecturers; 402 students; seven well-equipped buildings and the nucleus of an endowment, which coupled with regular donations, represents an income at 4% on more than $200,000.

But I would remind you that the expansion of the College in the affections of the people has been even greater than this marvellous growth in material things would indicate. No statistics can record the spiritual endowment which the last quarter-century has brought to Elon, during which the College has

become the synonym in the public mind of that noblest of educational concepts—the strictly Christian College.

WHAT IS A CHRISTIAN COLLEGE?

It will therefore at this auspicious time be appropriate, I think to raise the question, What is a Christian College? The resolution calling for Elon's establishment specifically stated that it should be an institution where the highest education should be had under positive religious influences, tho free from sectarianism. This ideal accounts for Elon's growth. If the Christian College does not offer education under positive religious influences, it has no excuse for being. The State schools can do the other work of education as well, and perhaps better. We must therefore never for a minute lose sight of the fundamental thing for which we were created and now exist.

But how can we have this religious atmosphere? I have repeatedly said that it cannot be had unless all the teachers are positively Christian in their life and attitude. Dr. H. H. Sweets, Secretary for Education of the Presbyterian Church, South, has recently made such a statement and called upon his Church's institutions to look well to such matters. So has President Mullins, of the Southern Baptist Theological Seminary. Our institution which two great religious leaders accustomed to visit colleges have declared to be the most genuinely Christian of their acquaintance can but rejoice that the ideals it has so long cherished are receiving such splendid endorsements elsewhere.

But what is meant by being positively religious in life and attitude? We all know that there are various methods of giving expression to the religious life within. Some are emotional, some are talkative, some

are like the majestic gulf stream in its cheering sweep toward the frozen waters of the North. A religious atmosphere can never come of an endeavor to force all teachers to look alike. Yet it must be said on the other side that the example of teachers counts far more than all their precept. If teachers are wholehearted and punctual in their attendance on religious services, the influence on students will be unmistakably salutary. A single one who is weak in this direction will have a serious influence on all students not inclined to avail themselves of such opportunities for religious culture as the College offers. Your requirement that all teachers attend the religious exercises required of students is therefore not only wise, but necessary, and no teacher ought to be retained who refuses to accede to your regulation. In addition to this the voluntary religious organizations should have the support of the Faculty. President Watkins of Palmer College requires all his teachers to affiliate with the College Church and to attend and support all the religious organizations. There is no doubt that a mighty awakening is brewing in the land, demanding religious education, not only for Colleges, but also for the public school system, and this Board I am sure will never fail to make its position plain touching the most vital element of Elon's life and spirit.

Salient features of 1914-15

There have been a few outstanding features of the College during the past year, to which your attention should be briefly directed.

I. The College inaugurated the custom of holding the annual series of evangelistic services in the fall rather than in the winter. It gave things the

right start and it is not likely that the former custom will be recurred to.

II. The Conference of the College Y. M. C. A.'s for the State met with us in the fall. This visit has tended mightily to bring us into our right valuation among our sister institutions. Our students would not have it otherwise than that their entertainment should be in the West Dormitory Dining Hall. The delegates complimented us heartily on their entertainment and we gained in their respect from that source too. We should express thanks to the student Associations here for the splendid part they had in the happy eventuation of the Conference.

III. The Y. M. C. A. employed a student secretary this year and instituted a fine program of social and community service work. This has done much to stimulate the religious life of the young men.

IV. The Y. W. C. A. has been instrumental in having the west half of the campus somewhat beautified and entertains larger plans for the future. It has also kept flowers in the College Dining Hall and in the Dining Room of the Ladies' Hall.

V. The College Pastorate idea has had a second year to display its vital part in the College life. Dr. Atkinson has become a real student leader, teaching the fourteen group leaders for the student voluntary Bible classes, stimulating a personal workers' campaign that is destined to have a much larger influence, and it is already a potent factor, organizing a Pocket Testament League, and in every way feasible conserving the religious energy of the institution.

VI. Cleanliness in athletics has again been a pleasing characteristic. We won the State Basketball Championship again this year.



The Psiphelian Literary Society Hall. Interior View



A Group of Elon Lasses

Psiphelians—All of Them

VII. The Extension Lectures instituted by the Faculty have been taken advantage of by many schools. The Churches also will gradually come to call for them. In this way the College will bring itself into direct contact with the Church and the public.

VIII. In January, Dr. W. P. Lawrence represented Elon in the Association of American Colleges. We were admitted to membership as a standard College.

IX. The Department of Education of the State of North Carolina and of the United States have co-operated in investigating the N. C. Colleges this year. Dr. S. P. Capen visited Elon on April 28. He expressed himself as well pleased with our aims and sincerity. He pronounced our equipment good and gave us credit for fifty advanced courses, rating only fourteen as introductory. He suggested strengthening our entrance requirement in English, the specifying of certain branches of Natural Science for entrance to particular courses, and the improvement of our library facilities. Our Natural Science department he thought in particular needed strengthening. He pronounced our scientific laboratories ample for all purposes.

X. I must in terminating this catalogue of good things with grateful appreciation refer to the spirit of the College. Discipline on the hill has been easy and home-like. The sympathy of the students and of the public has never been more marked. Harmony and co-operation with sympathy seem to be the domnant notes both within and without, and so the Elon spirit grows more potent with each receding year.

Methodist Protestants at Elon College*

The people of North Carolina are not slow to perceive the advantages of collegiate training, and the churches of the state have, wherever possible, provided for the training of their sons and daughters. The churches that have not been able to provide educational institutions of their own have been educating the generation coming on the stage of action in our university and state institutions and in the colleges belonging to other denominations. Since the denominational colleges furnish the intellectual discipline and culture that is offered in the State institutions and in addition to all offered in the State institutions a strictly moral and religious atmosphere, many people prefer the denominational college to the state institution, hence the denominational colleges have a far larger total registration than the state institutions.

Among the distinctly religious colleges in this part of the country that appeal to the people at large because of the stress laid on its highly moral atmosphere and religious spirit is Elon College. Between one-third and one-half of it total registration comes from other denominations. Here we find between thirty and forty students from the Methodist Episcopal church, nearly the same number from the Methodist Protestant church; and then between fifteen and twenty come from the Baptist church, and about the same number from the Presbyterian church.

*Reprinted from the Methodist Protestant Herald.

Practically all the protestant denominations in the South are represented in its student body.

Those who especially concern us as Methodist Protestants are the Methodist Protestant students in Elon College. Of the forty or more Methodist Protestant students in the College, nine are preparing for the ministry in the Methodist Protestant church, and one young lady is preparing to be a foreign missionary whenever she is ready for the work and the Board can make use of her services.

Of the Methodist Protestant young men in Elon one of the ministerial students, Mr. W. D. Loy, was a member of the graduating class this year. He was honored by his class by being made class president, and he also won the distinction of being one of the class orators on Commencement Day.

Another young man of great promise for the ministry in the Methodist Protestant church is a member of the Junior Class this coming year. The other ministerial students referred to are members of the lower classes of the College.

We are pleased to state that, at their last meeting, the Board of Trustees elected Miss Mabel Harris, daughter of our esteemed brother, S. R. Harris, of Henderson, N. C., a member of the Faculty of Elon College. This is the second Methodist Protestant on the Faculty list of this institution. Miss Harris has spent much time in work and study preparing herself for thorough and efficient work as a teacher of music, and Elon considers herself especially fortunate in securing her valued services.

The future of the college here seems very bright indeed. The Board of Trustees decided that, in the future, much attention would be paid to the internal development of the College and to strengthening

and building up each school and department. To this end a number of the members of the Faculty will spend the summer in some of our leading universities. And, working along these lines, Elon College is destined to become a mightier force in making for Christian education and character development.

Reported by a M. P. at Elon College.

The Crises Of Life*

CRISES MAY HELP OR MENACE

The meeting of two seas which circumstance brought St. Paul's ship to wreck, as is recorded in Acts 27:41, is a perilous condition frequently confronted in human life. Such a condition, where the streams of life's influences cross and recross, we style a crisis. A crisis means the termination of that which has been and the beginning of that which was not before, provided it is successfully coped with. So many times a crisis means death to that which was without power to go forward to that which might be that most people regard such a situation as equivalent to disaster. But it should not be so. Unless the seed fall into the ground and die, it can not bring forth some forty, some sixty, and some an hundredfold. Equally so in life, unless the crisis comes, progress is impossible and the life is already fruitless. The crises of life are the moulting seasons, when the worthless shells of our former smaller lives are cast aside, and a newer freedom and a larger power entered into. They are the times when two seas meet, to be sure, and those two seas contain in them the instrumentalities capable of producing destruction, but these crises are also the proper time for the chrysalis to become the butterfly.

THEY ARE NATURAL AND INEVITABLE

The crises of life, being therefore according to na-

*President Harper's opening address to the student body, delivered September 6, 1914.

ture and inevitable, should be made the allies of progress lest they become engines of dstruction. This much desired result can be achieved by a careful study of their times and causes and the wise application of principles that shall insure safety and ward off disaster. These crises come in youth and it is the high privilege as well as solemn duty of parents and of those standing in the relation of parents to act as pilots in such places where two seas are known to be prone to meet, and so to prevent shipwreck of the young life or even damage to its craft. It is therefore well for parents to study their children and for all who have to do with the life and character-development of young people to do likewise. How can we best serve the next generation is the burning question that confronts us all, because it is in the twist we give the character of the generation that shall succeed us that we shall make our greatest contribution to human uplift and progress.

IN ORDER TO MEET THEM CAREFUL STUDY IS NECESSARY AND ABUNDANT SYMPATHY

The study of childhood has been elevated into a science now—the science of Paidology—and every adult is under obligation to verse himself in it. The world, since Christ's famous exaltation of childhood, has been looking toward the child and endeavoring to serve him. The Puritan with his austerity and rigorousness thought he could best serve him by keeping him quiet and in the background. His philosophy failed. Some parents today, far too many for our country's good, seeing the failure of the puritanic form of family government, have surrendered their God-given right to direct the life of the children and sit in watchful waiting with fear and trembling

while the young people of their homes work out their own salvation. In most cases such apostasy on the part of parents leads not to the salvation, but to the loss of their children. And yet there are great philosophers and profound psychologists and expert paidologists who argue scientifically that that is the proper course to pursue. They declare that normal development is what the child should have whereas normal development for the average child means a reproduction of savagery and the return of the race to the barbaric type. In fact that is what they demand and expect. They designate the result "recapitulation" and assure us that it is divinely arranged that every normal child should "recapitulate" in his life all the long hard struggle of the race from savagery to civilization. I am ready to grant that this result will ensue if the child is left to himself except that civilization would not be achieved and certainly no progress would be possible. But God never intended it so. He arranged a long period of childhood and youth for the human race that parents might impress upon children the ideals and attainments of previous generations and so prevent the loss of the culture and progress already achieved. The period of childhood and youth is the period of storing up the past and of quickening the ideals of later life, but if that period is neglected, it will necessarily entail the failure of human society.

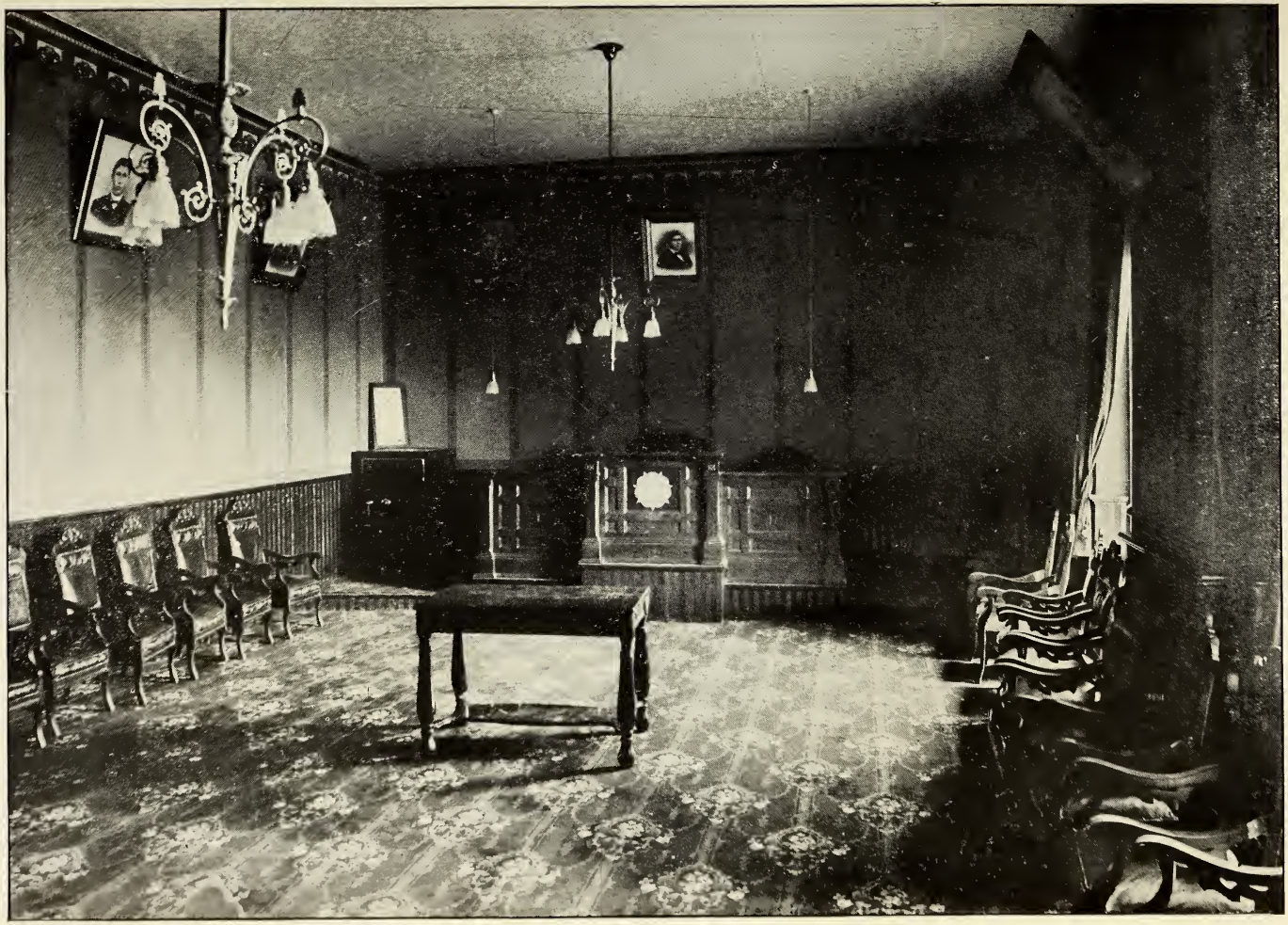
AND WORKERS WITH YOUNG PEOPLE WILL HAVE BOTH

Parents of vision, therefore, parents who comprehend their divinely appointed mission, will be neither puritanic nor recapitulatory in their methods of dealing with their children. They will not try to curb the loyalty, energy, and enthusiasm of their young,

nor yet we will hide around the corner and leave the disposition of these three great ingredients of child life in the hands of the children themselves. They will study the nature of their children and the laws of their development. The times and the seasons of stress and strain and storm of their life will be known to them, and when each crisis appears they will be ready with the assistance of the expert pilot, who knows all the shoals and the cross currents of life's sea, to bring the young craft through to successful and happy harbor. And what grander privilege can parents and other workers with children and young people covet than this—the privilege of saving a life and an immortal soul at once? This privilege is best conceived in the spirit of humility, the spirit of true childhood, and wrought out in terms of that oft quoted aphorism from Solomon—"Train up a child in the way he should go." Training—that is the idea—not curbing, not stifling, nor yet giving the rein to those too immature and unskilled to control, but wisely directing, carefully training the young, with their beautiful loyalty, their abounding energy and their consecrated enthusiasm to be trained leaders of the race to righteousness when their manhood's days have come.

WHICH IS THE ADULT'S DUTY TO THE NEXT GENERATION

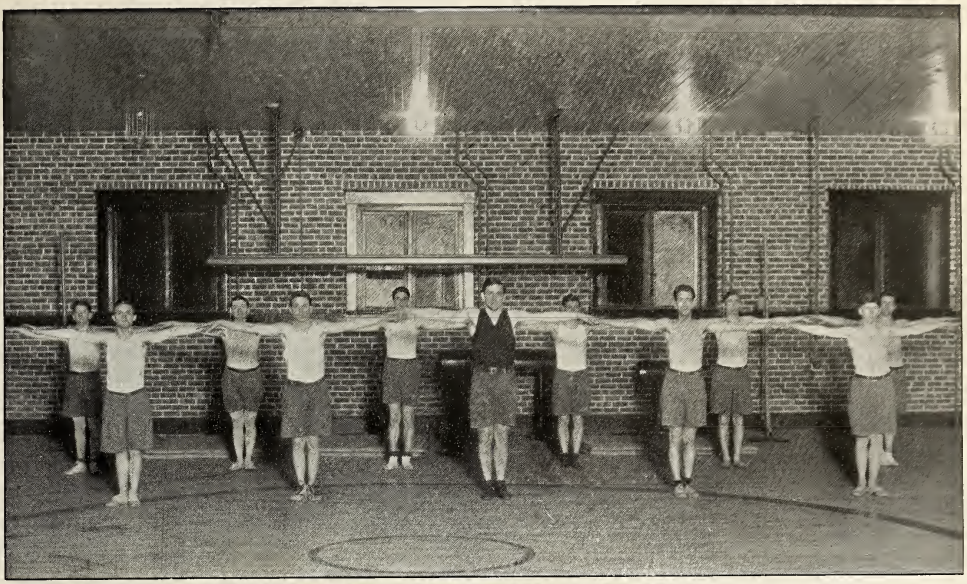
To do this necessary work and to do it properly is the most important thing the adult population will ever be called upon to undertake. It is more important that this work be done well than that the Hudson be shot underneath by a tunnel or that the Panama Canal be digged or that the Anti-Trust Program be put through. For when men and women do their



The Clio Literary Society Hall—Interior View



The Philologian Literary Society Hall. Interior View



A "Gym" Class



The Athletic Council



Alumni Building



East Dormitory

The Self-Government Boards of the Men's Dormitories



Racket-Raisers



More Racket-Raisers

The Regular Varsity Team



The Boys That Won Elon's Second Successive Inter-Collegiate Basket-Ball Pennant, 1915 Season



Freshman Basket-Ball Quint

The Reputed "Invincibles"

duty by the children and the young people in their homes and round about them, these other things will be attended to and rightly because of the ideals and characters it shall have been their pleasure and privilege to have developed in the leaders of our national life. Yet many parents give more attention to the breeding of chickens and hogs than they do to their children. Burbank has done wonderful work with the soulless things of our gardens and orchards, but where is your Burbank in the development and improvement of childhood and its conditions? We have our Ben Lindsey, it is true; but he is not the star of first magnitude for which we long nor is he appreciated as he should be. Every parent, every worker with children and youth, should be a specialist in this most delicate art and men should give more heed to the needs and necessities and proper conditions for growth and fruition of their children than to tomatoes and cabbage. They should at least employ the same judicious care in ridding the lives of their children of hurtful influences as they do in removing the weeds and grasses from among the vegetables of their gardens, and in order to do this they will need to know the crises of childhood and youth which long observation has made evident as characterizing marks in the growth and development of each human being.

HELP NEEDED WHEN CONSCIENCE AWAKENS

These crises are many. They are frightful with consequences touching the character of those who must pass them. Parents and workers with them can be of tremendous assistance in insuring their emergence —and their emergence on the proper bank of life's river. Among these crises comes first the awakening

of conscience—the time when the men or women in embryo first become conscious of right and wrong. They cease to be mere innocent animals then, and become human beings, divinely human in that, as Eve's tempter said, they know good and evil. Their parents should help them over the crisis by supplying abundant motives for choosing the good and the right and for refusing the evil and the wrong. Parents should never be satisfied to say to a child "don't do that," but with every prohibition should go an accompanying "do this," and by that deft tact which love dictates the rightness of the "do this" should ever impress itself upon the child.

AND WHEN THE STORMS OF ADOLESCENCE BREAK THICK AND FAST

The period of adolescence has received treatment and attention of a most thorough and searching type, because it is a crisis so marked that every one notices it. It has been styled the storm and stress period of life—the time when many seas meet and when the stress on character is extremely accentuated. This is the period of the "big boy" and the "giggling girl" problems about which the religious writers tell us so much. It is the period when the most important twist is received by the character, whether it be in the direction of the right or the wrong. It is therefore the period of our greatest opportunity for service to the next generation. Just at this period the adult, however, seems to lose his grip on the young, and so does the Church. The Church loses 75% of its boys and 65% of its girls during this trying time, because it does not know how to handle the meeting of the seas in their lives. Things are changing for the better along this line and the Church is beginning to

adapt itself to the exigencies of the case by providing avenues for the proper expenditure of the energy, enthusiasm, and loyalty of the young people through organizations suited to their nature and through opportunities to render service worth while for the Kingdom and for their fellowman, and while mistakes have been made and will continue to be made, we may with confidence declare that the Church is on the right line at last and that ultimate victory shall flow to her banners. And in this victory parents and workers with youth outside the Church will have their precious labor of love rewarded richly just in proportion as they shall, through careful study of the crisis surging in the soul of every young man or woman during the stormy days of adolescence, come to sympathize with the young and so to qualify themselves to pilot them safely through its seething waters to the calm haven of life. A very practical and serious issue from the educational standpoint is raised at this juncture, since the days of adolescence coincide with the days of college life for most college students. How necessary then, it is that colleges be chosen in which the religious atmosphere is present and progressive, for not only do we lose the most of our boys and girls at this age, but we also gain the great majority of those who are ever to accept Christ's leadership!

And Likewise in Choosing the Life-Work

The crisis that arises when the life-work is to be chosen is an inviting, yet a fearful one. A mistake here may mar what would otherwise be a brilliant career. Adults should be very cautious in obtruding their own views and ideals too forcibly at this juncture. Many a man whom God dedicated to the min-

istry has failed as a lawyer or physician or business man. The young should be allowed to choose their own vocation, after careful advice and prayerful counsel with their elders. And the chiefest consideration in every such selection of the life-work should be, Does God really want me to do this thing rather than some other? We should lose sight of the renumeration or honor or social prestige which will come to us in our work and should concentrate our attention on the service we can render and our fitness by divine appointment for that service. If we will do that, the remuneration and the honor and the social prestige will inevitably come. There are so many misfits in life that too careful judgment cannot be employed at this crisis. So many men achieve a mediocre success, because they chose their life-work without due consideration or from improper considerations or entered upon it without proper preparation. My advice to young people is that they leave themselves open to conviction as to their sphere of life-work until they cannot escape entering the field they finally choose. We speak of a call to the ministry. My thought is that men are called of God also to other lines of work, if they will but hear His voice and hearken to His word. As the young man or woman's education advances, an impression will ripen into a definite choice of life-work and that choice will be right. Herein is a serious weakness of vocational training, as it is now advocated—it encourages the making of a choice of life-work before the range of human service is broad enough to warrant it, and then later it is too late to change. Therefore let young people enlarge their vision all possible by thorough education and, in the light of human need and their ability and inclination

to serve, let them choose the work to which they feel God in His infinite wisdom has appointed them, and equally let every parent and worker for the good of young people encourage them to do this very thing, at the same time affording them every possible means of thorough preparation.

But most of all when the question of the soul's eternal welfare is to be settled

We must content ourselves now with brief reference to only one of the other many crises of childhood and youth—the crisis which comes when the human soul conscious of its own weakness seeks a higher leadership for its life, when it is confronted with accepting or rejecting God. This is life's most important crisis, and so its most fatal. It is the testing time *par excellence*. The issues not of life alone, but of eternity are now to be settled. Here parents can be angels of light leading their children to the Father. Here those who work with young people need the wisdom of serpents and the harmlessness of doves—for it were better that a mill-stone were hanged about the neck of each such worker and he be cast into the sea than that he should offend such a little one. And may I say just here, what is entirely true, that they will be influenced more by how the adults around them live than by what they profess? Profession is necessary—God provides for it—but practice is its outward counterpart and the circle of the Christian life must ever be incomplete without it. It is a sad commentary on the daily life of the adult church members that seventy per cent. of our Sunday school pupils never join Church. The Sunday school teaches Christianity all right, but we Christians do not illustrate it properly in our life

and conduct. And I will say unequivocally that every child can be brought into the Kingdom and will be, when the adults nearest its life and responsible for its character illustrate in daily living the holy principles of our faith. We must not insult God by imputing to the immutable decrees of His will responsibility for the loss of a single human soul. God never willed that any man should perish. The invitation is to all, and they to whom the innocent, plastic babe is entrusted are responsible before God for the failure to mould that plastic soul in the image of God and to make it the natural thing for it to choose Him as the day-star of their life's hope. The home has not done its duty, if any child of it fails to accept Christ as leader and guide.

AND IS NOT TO BE SPARED WHEN COLLEGE IS ENTERED

I would not, however, deny that a child that has been led to accept Christ can later fall away from Him in spite of the influence of parents, but such cases are rarer than one would think, if parents use their best judgment in providing wholesome influences for their children when not in their home. I heard a man say recently that he did not expect to send his children away to College, because a certain young man of his neighborhood had just been graduated without any interest in the Church or the religious life, whereas before going to College he had been a devout Christian and a devoted worker in Sunday school. This young man had been unfortunate in his choice of a college and had found one where the Christian life is not insisted upon as the noblest of all attainments. Not all of his teachers were un-Christian men. I know some of them to be devout followers of the Master, but some of them were otherwise and

the otherwise ones got possession of the young man's life and made the Christian life seem small in his eyes, and in the vain search for largeness of life and a false freedom he had lost interest in his own soul. Vice-President Marshall recently said that we need more God in our education, and Mr. Marshall is right. We need God in our education, and unless we can have Him we will do well to remain ignorant and unlearned. For we now understand that head-education without heart-culture is not only fundamentally defective, but positively ruinous to character and absolutely destructive of the noblest things and sentiments of life. And no college can be said to have done its full duty if a single one of its graduates is ignorant of Jesus Christ and without the joy of His salvation in the heart..

FOR WE MUST HAVE GOD IN OUR EDUCATION

This institution, now entering upon its 25th year of service to man and God, owes its existence to the fact that certain consecrated Christian men foresaw the need of which our vice-president so truthfully spoke—the need of God in education—and they sacrificed that the young men and the young women of the future might have opportunity through Elon to secure the best intellectual development under positive Christian influnces. Twenty-four years have passed. Thousands of students have come and gone. They each had part in the generation of that Elon spirit into which you have now entered and which it is to be your privilege to enjoy and at the same time to it contribute. Let each of us resolve that our contribution shall be a positive, helpful, Christian one, so that the young men and women who shall come after us may have the priceless privilege

of developing intellectually in an atmosphere that is tonic with spiritual power, so that when the doubts that gather thick and fast around the College man or woman's heart shall come, when they shall have fallen into the places in life where two seas are prone to meet in spiritual experiences, they will be able safely to pass the crisis and keep their souls securly anchored to God.



"Basket-Ballers"



Domestic Sciencers

The Sub-Freshman Department

GENERAL STATEMENT

The Sub-Freshman Department of Elon College is under the control of the same administrative officers as the College itself, except that the arrangement of courses of study is largely in the hands of Prof. R. C. Cox. All the statements in the Catalogue Number of the College Bulletin relative to location, equipment, government, cost, and the like apply to the Sub-Freshman students as well as to the College students, and all questions with reference to this department should be directed to the President of the College.

WHY DOES ELON MAINTAIN SUCH A DEPARTMENT

We would much prefer not to be forced to maintain it, but the work of the Preparatory Schools is so slow and in many places so unsatisfactory that we are forced to provide instruction for those who come to us not fully prepared to enter the Freshman Class. The grade system of promotion in the public schools whereby deficiency in one or two studies keeps a student back in all his other studies, works such hardship and injustice in many instances that a way of escape seems necessary for the sensitive spirit of youth, or else discouragement nips his education in the bud and he goes into life improperly prepared. In the Sub-Freshman Department of the College each student pursues such studies as he is prepared to take, and he is advanced just as rapidly as he can possibly go.

THOROUGHNESS AND RAPIDITY OF THE WORK IN THIS DEPARTMENT

The progress made by a Sub-Freshman student here and in the ordinary secondary school is hardly to be compared, either in thoroughness or in rapidity. Much more rapid progress is attained by reason of the fact that the recitation periods are a full hour long and that distracting influences and allurements are lacking. The thoroughness of the work, as compared with that of the ordinary high school, is easily explicable when it is recalled that the teachers who do this Sub-Freshman work are graduates of the best colleges and universities of the country and are men of proven ability as disciplinarians and instructors.

OTHER ADVANTAGES

There is inspiration for the Sub-Freshman student also in associating with those who are maturer in years and scholarship, and the high standards of literary work maintained in the class rooms, lecture halls, and literary societies encourage him to do his best. The ease and freedom accorded him and the self-reliance necessitated by the College environment are powerful forces making for character and also powerful in their incentive to excellence of work and of results. The fact that each student goes to his own room to study when not on recitation does much to quicken scholarship and relieve the ennui which is natural to the sitting-in process which cannot be avoided in the local high school, a process which is in many cases undermining to health as well as tormenting to the body and disastrous to scholarship, which flourishes best where there is quiet and where

a pleasing posture of the body can be assumed.

WHEN THE CRISIS COMES

Under normal conditions a boy or girl ought to complete the high school course before going off to school. But at times there comes a crisis—an abnormal condition, which demands careful analysis or results in dire calamity educationally.

One of these crises is accustomed to grow out of the very nature of the local school. There is no denying the fact that the high school is designed for the average boy, and that its pace is not quickened to keep step with the growing mental alacrity of the youth as he advances from primary to grammar school, and then to high school standing. The bright pupil gets impatient at his slow progress and quits school. What he needs is the opportunity of a quicker pace, and to get this he must seek other educational environment, where individual aptitude is studied and provided for and a quicker pace maintained.

A second crisis arises when the boy is prohibited by disease or accident from taking his examinations or fails on one or two studies. The high school curriculum is so arranged that he must review all the previous year's work—mark time for a year practically. To the sensitive soul of childhood this is real torture, because the youth's mind craves variety and his associates taunt him with dullness and laziness. I know no living torment more unendurable than this for the pulsing, expanding, buoyant, progressive spirit of childhood. The child who has to endure this loses interest in his work and confidence in himself, and so continues his course under serious disadvantage, or, if he has his way, goes to work with a dwarfed mind. A change of educational environment, where he will be given full credit for what he has passed on and a

chance to advance as rapidly as possible will usually restore his self-confidence and renew his drooping interest and enlarge his mental horizon and so his chances of success in life.

To the exceptionally brilliant, to the plodding, to the victims of sickness or accident, as well as of the distractions and allurements of city life, in our great and commendable public school system, therefore, a change of educational atmosphere and opportunity often tides over a crisis, threatening their future and blasting their hopes.

To any or all of these classes, as well as to those not convenient to high schools or desiring for change of climate or other reasons to attend a good preparatory school away from home, the Sub-Freshman Department of Elon College offers exceptional advantages under most competent instructors, representing the best in American scholastic training.

Additions to the Faculty

A NEW PROFESSOR OF GEOLOGY

We are more than pleased to announce that Dr. E. Oscar Randolph, brother to Dr. E. E. Randolph, has been secured as Professor of Geology. Professor Randolph is like his brother, a born teacher, and has done superior independent research work in his chosen line. He is an experienced teacher both in public high school and in College and University work.

He has taught for nine years. For three years he served as Principal of public schools in this state; three years have been devoted to a Superintendency with sixteeen teachers and eight hundred pupils; three years have been spent in College and University teaching along scientific lines. During the session of 1913-14 he held an assistantship in the department of Geology in the University of North Carolina. The position held during 1914-15 was that of acting-professor of Biology and Geology in the College of Charleston, South Carolina, which position he resigns to come to his chair here.

NEW DIRECTOR OF MUSIC DEPARTMENT

Miss D. Jean Demuth, graduate in piano, voice, and harmony of Oberlin, postgraduate in all three branches of the same Conservatory, and successful teacher of large promise, becomes Director of the

Music Department. While a student in Oberlin Miss Demuth's talent was recognized and honored in that she was made soloist in the Second Congregational church choir of one hundred and fifty trained voices and considered one of the greatest choirs of the country. She was further honored in being made substitute for her regular voice teacher in the Conservatory for her final two years there. Her class upon its graduation gave Midsummer Night's Dream, and she sang the fairy solo parts, the play being given with complete musical score rendered by an orchestra of fifty pieces. Her graduation recitals are spoken of by the Oberlin press and by Director Morrison of the Conservatory in highest terms. Her musical education included also special training in musical history, ear-training, form, analysis, and counter-point.

Her second year as teacher was spent in Cooper College, Sterling, Kansas, from whose catalogue the following excerpt is clipped:

"Cooper is most fortunate in securing Miss Jean Demuth of Uhrichsville, Ohio, as head of the piano department.

"Miss Demuth is a graduate of the class of 1911 of the Oberlin Conservatory. During the year 1911 and 1912 she occupied the chair of piano and voice in one of the select finishing schools of Missouri. During the past summer Miss Demuth has been a pupil of Ernest Hutcheson, of Berlin, one of the most popular and efficient artists of the day. Miss Demuth's playing is marked by her brilliancy of technique combined with a rich full tone.

"As a teacher Miss Demuth has been most successful, since her methods correspond to those of the greatest teachers.

"Miss Demuth is a young woman of unusual physical charm besides being the possessor of a beautiful lyric soprano voice."

For the preceding two years Miss Demuth has been a member of the music faculty of the Illinois Woman's College, Jacksonville, Ill., where she taught advanced pupils only in both piano and voice. She resigned her position there to become Elon's Director. We count ourselves fortunate in securing her services. She will give special attention to Glee Club, Choir, and Oratorio music as well as direct the department.

HEAD OF THE SUB-FRESHMAN DEPARTMENT

Prof. R. C. Cox, A. B., A. M., graduate of Elon and the University of North Carolina, and successful teacher in high schools for many years, becomes head of the Sub-freshman Department. His splendid executive ability, his high ideals, his rare talent as instructor will be felt to fine advantage by all those who come to the College not fully prepared for the Freshman Class. Removing conditions will be a pleasure under his skilled and sympathetic direction and supervision. Elon welcomes Professor Cox gladly.

ASSISTANT IN PIANO AND VOICE

Miss Mabel Harris, A. B. graduate of Western Maryland College as well as of its Conservatory of Music, becomes assistant in piano, voice and organ. Miss Harris won her A. B. degree "summa cum laude" and received the music medal as well. In her Junior year in College she received the piano diploma and took a post-graduate course, which included Music History and Harmony, in her Senior year. She has had graduate work in Voice Culture under Frank E. Morse, Boston (Steinert Hall), and a teacher's

course in piano under H. S. Wilder of the New England Conservatory, studying methods and doing the foundational work in the "Virgil Method." She has studied interpretation of the great masters under Leon Sampaix and pipe organ under Frederick Maxson. Miss Harris is a splendid soloist in both piano and voice and a skilled choir director. Her coming to Elon is most fortunate.

HEAD COACH AND DIRECTOR OF ATHLETICS

Mr. C. C. Johnson, A. B., A. M., whose chief characteristic is that he is infected incurably with the Elon virus, becomes head coach and director of athletics. This means that Elon teams will be efficiently coached and that her athletics will be clean. Mr. Johnson is at Columbia this summer studying the very latest methods in physical culture for men and every Elon man will profit by his study. Mr. Johnson will be assisted by Mr. H. Lee Thomas, one of the best "gym" men Elon has ever produced.

NEW LIBRARIAN

Mrs. C. C. Johnson, having completed a special course of training in Library Methods at Columbia, becomes head librarian for next year. She and her assistants will make the library and reading room fill an even larger place in the College life than in former years of great usefulness.

TEACHER OF VIOLIN

Mr. Talmadge Henry, Maysville, Ga., becomes teacher of Violin. Mr. Henry is a most talented artist and has had several years experience in teaching. He will have part in the orchestral work as well as




Track



The Running Track--Indoor
Alumni Building

in teaching his violin pupils. Music lovers will gladly welcome his coming.

ASSISTANT IN LATIN

Mr. W. J. Cotten, A. B., valedictorian of the class of 1915 a studious, ripe scholar for his years, becomes assistant in Latin. Mr. Cotten's splendid record as a student and as a man while in College entitled him to this distinction and nobody doubts he will prove a valuable acquisition to the teaching staff.

THE NEW HISTORY PROFESSOR

Prof. R. C. Glenn, A. B., M. A., graduate of Lenoir College, the University of North Carolina, and Columbia University and a man of several years' experience as a teacher becomes Professor of History. Elon is fortunate in securing the services of such a promising educator.

Dr. Wm. A. Dunning, head of the History Department of Columbia, speaks of him as follows: "Robert Craig Glenn took American History as his subject of major interest at Columbia. Five courses were under my personal supervision. His work in both American Political Philosophy and the Seminar Courses in Latin American History was thoroughly satisfactory and in fact among the most thorough and satisfactory done for me during the year. His Seminar papers showed careful thought and diligent research. Mr. Glenn is an able, energetic, and persistent student. His Master's Essay entitled "Military Government in the Fifth Military District" is one of the best essays submitted for my approval recently. I most heartily recommend him to College Boards in need of a good history teacher."

Administrative Changes

Capt. H. E. Jorgenson, the popular and efficient teacher of the Commercial Department, becomes College Bursar next year. This announcement will please everybody.

Mrs. Florine Peace becomes matron of the West Dormitory. Herself on Elon product, having received her education here and having served the College so acceptably well as housekeeper of the building, Mrs. Peace's selection for this important post will readily commend itself to all as eminently wise and appropriate.

Mrs. Rose J. Machen returns, with renewed strength and vigor, to her former position as housekeeper of the West Dormitory. All the Elon family will congratulate the College on being able to have Mrs. Machen's splendid assistance in this important post.

Because the College Dining Hall last year lost practically $10 for every boarder there, the Trustees in their May session increased the price of Board there ten dollars the year. The necessity will commend itself to all. The same high-grade service as in all preceding years will be maintained under Mrs. Machen's direction.

Mrs. Dora Wheeler becomes matron of the Young Men's Co-operative Boarding Department, with Mr. J. C. Auman as manager. Mrs. Wheeler is not known to the Elon constituency, but she comes highly recommended and her satisfactory management is assured.

Mr. Auman needs no recommendation, for his past service speaks for itself.

Mr. C. B. Riddle becomes manager of the Young Ladies' Co-operative Boarding Department. Mr. Riddle will put this institution on a strictly business basis and hopes to reduce the expenses for all purposes there this session to the extremely low minimum of $60. Mrs. Sadie Jones remains as matron of this department, but, being relieved of the business features of her work there, will be able to serve the young women even more acceptably than in former years. She needs no recommendation, her splendid services speaking for themselves.

Mr. W. L. Kinney becomes Student Secretary of the Y. M. C. A. Mr. Kinney is thoroughly devoted to the religious and spiritual life of the College and of the Y. M. C. A. He can be counted upon to give an efficient leadership and direction to the important functions of this office.

Miss Ina Dunlap becomes president of the Y. W. C. A.; Mr. W. B. Fuller, president of the Y. M. C. A.; and Mr. C. B. Riddle, president of the Christian Endeavor Society. "Nuff sed."

Everybody will rejoice that Dr. W. P. Lawrence will resume his duties as Dean of Men with the opening of the Fall Term, and that Miss Bessie Urquhart has escaped the Canadian conscription for the British army and so will continue to fill with her well-known and appreciated satisfaction the responsible post as Dean of Women.

There will be genuine regret that the Board of Trustees felt constrained to abolish the office of College

Dean, which Dr. J. U. Newman has so long and so acceptably graced. The Doctor says he will by this change have more time for his regular work and this will in some measure compensate for the loss of his services from the administrative force.

With the Faculty

Everybody student, Alumnus, and Faculty member will sympathize with Miss Pearl Fogleman, head of the Domestic Science Department, in the death of her mother on July 24.

Dr. J. U. Newman has spent the vacation in his matchless garden and among his mines of religious books. He has recently begun a series of articles for the religious press on the poetical beauties of the Psalms, in which matter he is an acknowledged authority.

Dean W. P. Lawrence has spent the summer recuperating in the mountains of North Carolina, Watauga county. He is entirely recovered from his severe and prolonged illness of the winter and will be at the old stand in September.

Miss Bessie Urquhart, after learned pilgrimages in New York, Cambridge and Toronto, has been planning for "the girls" at her Hensall, Ontario, home.

Dr. E. E. Randolph was science professor in the Applachian Training School this summer.

Dr. T. C. Amick has spent the summer in mathematical research at the University fathered by T. Jefferson, Esq.

Prof. A. L. Hook has done reseach work in Physics, his chosen department, at the Johns Hopkins University this summer.

Three members of the Faculty have worked at Columbia this summer: Prof. R. C. Glenn, of the History Department; Mr. C. C. Johnson, professor of basket ball, baseball, and "gym" stunts; and Mrs. C. C. Johnson, librarian.

Prof. N. F. Brannock, Capt. H. E. Jorgenson, and Miss Lois Davidson have enjoyed the good old-summer-time in peaceful, joyous rest and recuperation.

Dr. J. O. Atkinson has addressed numerous assemblies on as many themes, written editorials between times, and withal conducted himself in the dignified manner becoming a professor of Political Economy in these war times.

Dr. W. C. Wicker has travelled N. C. from "Dan to Beersheba" this summer on behalf of the Masonic fraternity, of which he is one of the State's most prominent members and most honored as well as capable.

Prof. R. C. Cox has been nestled for the heated term in the delighful mountains around Hiddenite, N. C.

Mr. W. J. Cotten has been resting at Dendron, Va.

Mrs. A. A. Riddle has been at the College, except for the time spent in special art study at Cooper Union, New York City.

Mr. V. P. Heatwole has been in Roanoke, Va., most of the summer.

Miss Jean Demuth is "aestivating" at Uhrichsville, Ohio, except for the time spent in filling her engagement with Chautauqua, New York; Miss Mabel Harris, at Henderson, N. C.; Mrs. Sadie

Jones, on the Hill; Mrs. Florine Peace, at Creedmoor; Mrs, Rose J. Machen, at Palmer Springs, Va.; Mrs. Dora Wheeler, at Madison, N. C.; Mr. E. B. Page, at Wilmington, Va.; and Mr. H. Lee Thomas, at Broadway, N. C.

President Harper has filled speaking engagements since May 26 at Siler City, N. C.; Waverly, Va.; Chase City, Va.; Wilmington, N. C.; High Point, N. C.; Christian Chapel church; Bethel church; Wake Chapel church; Christian Light church; Danville, Va.; Reidsville, N. C.; Salem Chapel, Sunday School Convention; Wentworth church; Piney Plains church; Suffolk, Va.; Norfolk, Va.; Va. Beach Chautauqua and School of Methods; N. C. and Va. Christian Endeavor and Sunday School Convention; Ramseur, N. C.; Valley-Virginia Central Conference; Beulah Sunday school Convention; Educational Rally, Youngsville, N. C. He has not been at home but one Sunday since commencement. He spoke four times at the World's Christian Endeavor Convention, Chicago, tho not present, Rev. H. R. Clem reading his addresses for him. He was to have attended the Craigville, Mass., Chautauqua, but gave two addresses nevertheless, Dr. W. G. Sargent reading them in his stead. His address before the Eastern Va. Sunday school Convention, held at Windsor, was in his absence read by Rev. H. E. Rountree.

Improvements in the Plant

Aside from the general repair work which is characteristic of every vacation and from the fumigating and disinfecting of every portion of the plant in the interest of health and sanitation, the most noteworthy improvements during the vacation have been as follows:

THE POWER HOUSE

The boiler capacity has been doubled in order to guard against any accident to the present boiler, which is ample for the heat, light, and water system. In extremely cold weather, the doubled capacity will speak for itself. The College power plant is now a model in equipment as well as in up-keep and will be found even more valuable as an adjunct to the Physical Laboratory.

THE DOMESTIC SCIENCE DEPARTMENT

This department last year outgrew its former laboratory and kitchen in the Alumni Building. It has been removed to the first floor of the Ladies' Hall and, besides being much enlarged, is modernly equipped throughout.

THE ALUMNI BUILDING

The radiation surface of all rooms in this building, with northern exposure, has been increased so as to offset any emergency drop in the temperature. The Biological Laboratory has also been enlarged, made



The "Gym" Room of the Alumni Building



The Glee-Clubbers

Monarchs of the Midnight Hour. Full Many a Song is Poorly Appreciated



Artists To Be

Taken in Their Elon Studio



Hallowe'en Spooks

possible by the removal of the Domestic Science Department to the Ladies' Hall.

THE COLLEGE DINING HALL

A direct steam line from the boiler room of the power house has been connected up with the College kitchen and pantries, making the work of cleaning and sanitation more expeditious and convenient.

THE ART DEPARTMENT

Many new models have been provided for this department, which bids fair to enjoy a very prosperous year with decided increase in enrollment.

THE LIBRARY

Besides providing more adequate clerical force for this department and making many minor changes in the arrangement, looking to convenience and efficiency, about eight hundred additional volumes of standard works are to be shortly added.

FIRE PROTECTION

Five hundred feet of hose additional and three hydrants on the campus, convenient to all the buildings, have been provided during the summer as further fire protection.

THE CAMPUS

By the kindness and munificence of Brother John King, Suffolk, Va., a landscape artist has been employed to furnish the College a blue print for beautifying the campus, showing location of walks, shrubs, rest places, flowers, etc., and a progressive policy of beautification is to be entered upon. Some work along this line was last year undertaken by the Chris-

tian Associations. They will have their part in the progressive policy just mentioned, and the co-operattion of the student body generally will be abundant in this matter as in all progressive, forward-looking measures. Nature has made Elon a spot of unexcelled natural beauty. By co-operating with nature the campus will become a thing of beauty indeed and a joy forever to all who ever behold its loveliness.

COLLEGE AUDITORIUM

The choir space has been considerably enlarged, so as to enable more of the musically talented of the student body to secure the splendid training of this feature of the public worship. Provision is to be made also for a Junior choir for the Sunday services. Much stress is to be laid on the development of musical talent of all this year.

Miscellaneous Items--Note Carefully

WHAT TO BRING

All students should bring pillows and pillowcases, sheets, quilts, blankets, counterpanes for their beds. They should also bring towels, napkins, and toilet soap. Everything else is furnished. Bed-clothing should be for double-beds, unless they are to be used in the Alumni Building.

WHEN AND HOW TO COME

Students should arrive at the College on August 31st. The College opens on the morning of September 1st and every one should be at the first chapel service that morning, immediately after which the regular work of marticulation, registration and classification is begun.

Students from Eastern Virginia will leave on the morning S. A. L. train for Henderson. There they will change cars, off one train on to another, for Durham, union station, where after about 40 minutes they will board the Southern west-bound train for the College, arriving at 6:32 p. m. They should buy their tickets straight through and have their baggage checked through. Through tickets will be on sale at Norfolk, Portsmouth, Suffolk, and Franklin. The train passes Suffolk at 9:41 a. m. Those desiring may come over the A. C. L. via Rocky Mount and Selma, arriving at 6:32 p. m. Those coming over the Southern have to leave the night before and come via Dan-

ville and Greensboro, arriving at the College at 8:00 a. m.

Students from Eastern Carolina, South Carolina, and other Southern States, will arrive here at 11:28 a m., or 6.32 or 9:27 p. m. They may come at 5:45 a. m., but should send notice ahead if they intend so to come, that they may be met at the staion.

Sudents from Western Carolina, the Vriginia Valley, West Virginia, and other Northern and Western States will arrive at the College at 8:00 a. m., or 10:08 a m., or 4:43 p. m. They may arrive at 1:25 a. m., but should send notice ahead if they intend so to come, that they may be met at the station.

Students will be met at the incoming trains by members of the Faculty, representatives of the Senior Class, and committees from the Y. M. C. A., Y. W. C. A., and Christian Endeavor Society

WHAT TO DO AFTER YOU ARRIVE

Give your baggage check to the Faculty officer or baggage man asking for it, with your name written on the back of it, and the number of your Dormitory room

Go to your room and get installed. Get acquainted. *You will have a hard time not to get acquainted here.* Have a jolly good time with your fellow students till Wednesday morning, September 1st.

At eight o'clock on the morning of September 1st, go to the chapel exercises in the College Auditorium.

Immediately after the chapel exercises, go to the President's private office for registration, bringing your Certificate of Admission and your ten dollars with you. If you did not fill out an Application

Blank, fill out one and then get your Certificate of Admission . If you have lost your Certificate of Admission, or misplaced it, call for a duplicate.

Present your Certificate of Admission to the Bursar, who will also ask you for your Application for Admission. Pay him your ten dollars and get your registration card. Then follow the old student who is conducting you to the various Professors' rooms to have your work put on your card.

Then go to the Library and buy your books. Then go to work.

For catalogue or other information, address

President W. A. Harper,

Elon College, N. C

Fall Term of Twenty-sixth Annual Session opens September 1st. Students should arrive on August 31.

Student body limited to four hundred—a splendid advantage for scholarship and character-development.

The Saner Sacrifice*

If sober fathers and mothers would be governed by established facts, there never would be another plea as to the sort of sacrifice they should make for their children. They would know, by all history and experience, that the best investment they can ever make of their savings is in the education of their children. Some parents are very ambitious that their sons and daughters start in life with property and possessions to their credit; caring little for their equipment for life and their fitness for service and society When fathers and mothers have educated their children they have done the best that is to be done for them; and then if their children do not make good in life the fault is at the door, not of the parent, but of the child.

The noblest and sanest and safest sacrifice a father and mother ever make for their off-spring is to give them the blessings and benefits of a liberal education. Not many fathers can leave their sons a legacy of a million dollars. Yet the father who equips his son with a college education gives to him that with which a million dollars are not to be compared for usefulness, for service, for worth in society and for all that counts in life. I would a thousand times rather my son be a man of culture, scholarship, developed mental, moral, and religious traits, and start in the world without a dollar than to be a multimillionaire without the blessings and benefits that real education confers.

*By Dr. J. O. Atkinson, Professor of Political and Social Science and College Pastor.

Roman history tells that there was formed to rule her vast domains, a triumvirate for the Roman world. This consisted of three of Rome's most noted men, Pompey, the man of fame, Crassus, the man of millions, and Cæsar, the man of scholarship and of brains. That happened which always has happened, and ever will happen to the end of time; the man of fame lost his prestige; the man of millions was found unequal; and the man of brains, the mighty Cæsar, was left alone to rule a world.

If the father has a small farm or an unpretentious business, and wants to "give his boy some land when he is free, or set him up in business when he becomes a man," he would by all the history, logic, truth and facts on earth, far better give him a chance by equipping him with the best education within his reach. Land without learning is a mill-stone about any boy's neck. Ten months in a school is worth more to the average boy than any ten acres of land that ever were on the earth's surface, provided the boy use the ten months in acquiring knowledge and in building the right sort of character. We never could see why a father sought to impoverish his boy by rearing him in ignorance in order that he might deposit him on a few acres of land when he reached manhood. The boy was worthy of a better fate, and the father should have made a nobler sacrifice for his off-spring. He has put his love for land above that for character and usefulness and achievement of his boy.

Some boys, some girls, given the advantages of an education will not use them. (The sin in such cases lies at the door of the son and daughter.) But how about the ten fold more boys and girls who, getting property as a gift, squandered it, and with it their own character and prospects? It is rare indeed to

hear young men or young women complain in after life that their parents left them no property. But how bitter indeed the complaint, how lamentable, how tragic, how sad, of tens of thousands who, too late say, "We never were given the advantages of an education, and so had to start life under the baneful disadvantages of ignorance and the lack of learning"!

The noblest and safest and sanest of all sacrifices for children is that which parents make that their sons and daughters may have a liberal Christian education. The father who prizes for his son or daughter land above learning, a bank account above brains, and business above equipment, education, and enlightment, is certainly rating that son's or daughter's future on too low a basis, and putting a most unworthy estimate on the life and usefulness of his off-spring.

For the Consideration--

OUR FRIENDS, THE BOYS

who have not yet gone to College, but who may be thinking of giving up further educational progress to take a "job" at small pay.

Eighteen Dollars a Day

Average Yearly Income of the Educated Man	$ 1,000
In Forty Years He Earns - - -	$40,000
Average Yearly Income of Uneducated Man	$ 450
In forty Years He Earns - -	$18,000

$40,000 minus $18,000 equals $22,000, the difference in earnings of educated men and uneducated men, which is the value of a College Education.

To obtain this education requiures four years of College study, ten months per year, or 1,200 days.

$22,000 divided by 1,200 equals $18, approximately, the value of each day spent in College.

☞And remember the monetary advantage is the smallest boon brought to College men by their education.



"Just For Fun"



In Search of Unsuspecting Men

A Night Session of the Pretenders to the Throne. A Typical Hallowe'en Scene



The College Band



The Senior—Alma Mater's Aim for All Her Sons and Daughters